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ABSTRACT

This practicum describes the methods used by the principal of a Middle School in Norwalk, Connecticut, to improve and increase the participation of parents of foreign born students in school affairs. Emphasis was placed on the personal involvement by the staff of each school to encourage parents to attend school meetings and functions. The practicum included the reproduction and examination of the materials used in each of the three participating middle schools; i.e. the brochures used at Ponus Ridge, Benjamin Franklin and Nathan Hale schools, respectively. Parent participation resulted in more positive pupil involvement in academic and extra-curricular activities. The practicum also emphasized a greater involvement on the part of the staff of each school in bringing to the parents concerned all the necessary information needed by them to be knowledgeable about the total school program, thus completing a productive triangle of a staff-parent-student positive communication system. Experience in observing the three middle schools involved in this practicum revealed the need for, and led to the creation of, a program to involve parents of foreign born students. Representative parents in each of the schools were asked to become members of an Advisory Council in order to help solve some problems known to exist in parent-school communications. (Author/JM)

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A MODEL PROGRAM INCREASING SCHOOL PARTICIPATION OF PARENTS OF FOREIGN BORN STUDENTS

by
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Submitted in partial fulfillment of the requirements of the degree of Doctor of Education, Nova University

Mr. Rocco Orlando, Coordinator
New Haven Cluster

Maxi II Practicum
April 15, 1975

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ABSTRACT

The purpose of this practicum was to show the necessity of employing methods, other than the usual written notice, to involve parents of foreign born students to take a more active role in participating in school affairs. Parent participation resulted in more positive pupil involvement in academic and extra-curricula activities. The practicum also emphasized a greater involvement on the part of the staff of each school in bringing to the parents concerned all the necessary information needed by them to be knowledgeable about the total school program, thus completing a productive triangle of a staff-parent-student positive communication system.

SPECIAL NOTE TO THE READER

Experience in observing the three middle schools involved in this practicum has revealed the need for and led to the creation of a program to involve parents of foreign born students.

The in-school programs in bilingual and bicultural education were designed to enhance the achievement of the foreign born students in the study of English and other subjects. The need for parental involvement in these programs was obvious.

Representative parents in each of the schools were asked to become members of an Advisory Council in order to assist the professional staff in solving some of the problems known to exist in parent-school communications.

These were enumerated to include:

1. The traditional procedures for reporting information to parents are often not understood by the parents.

2. Verbal and written communication from parents to the school is often not understood by school personnel.
3. Parents of bilingual students often feel uncomfortable in the school environment.
4. Parents of bilingual students often feel uncomfortable talking with school personnel.
5. Because of the linguistic barriers, parents of bilingual students feel uncomfortable attending meetings of parent organizations such as P.T.A.
6. Parents of bilingual students tend to avoid regular teacher-parent conferences because of communication difficulties.

In meeting with the advisory group which included parents, the participant informed the

(ivb)

the group that one of the aims of the practicum he was preparing was to develop a model program that would enable any individual school or school system to organize a program that would solve the problems stated previously.

The parents lost no time in making a number of suggestions which led to the establishment of the model presented in this practicum and approved by the Board of Education for implementation in the Norwalk School System. Some of the goals presented were

1. Provide a more effective school-parent contact in the language of the parent at a time in the day when the parent is at home.
2. Foster closeness and cooperation between the school and parents whose dominant language is other than English, and to encourage these parents to actively participate in such school

functions as the Parent-Teachers Association or any other advisory group a school may have.

3. Use bilingual report forms so that the reporting of educational information to parents can be improved.
4. Have adequate means by which information from parents can be accurately translated and understood by school personnel.
5. Make parents whose dominant language is other than English feel comfortable in the school environment, in teacher-parent conferences, and in classroom observation of the educational program.

With the problems and goals presented, the practitioner began to implement the following.

1. Telephone service with interpretors in the target language. See page 288.

2. Arrange to have interpretors at Parent Teacher Association meetings in the respective schools. See pages 94 to 96.
3. All important notices and reports to parents were typed in the various languages of the foreign born parents. See pages 275 to 331.
4. Arranged for foreign language teachers in each school to act as interpretors for the staff when receiving communications from parents.
5. Arranged for foreign language teachers to act as interpretors in assisting guidance counselors and teachers during parent-teacher conferences.
6. Continue to provide for the

Advisory Council in each
school to be an on-going
activity in order to improve the relationship
between the foreign born
parent and the school.

The above activities were evaluated with the indicators of program success being primarily the instrument of a questionnaire. In the evaluation section of this practicum, the results of a parental questionnaire, among other instruments, were analyzed and found to be reassuring in that the results proved to be a significant improvement in parental involvement and influence in school affairs.

The Advisory Council of this practicum under the chairmanship of the practitioner and with foreign born parents as prominent members were extremely helpful in analyzing the assessment of needs from various points of view - the administrator of a school, the teaching staff, the student and the parent of the bilingual students.

The Model, which was developed for use by other school buildings as a guide in setting up a program for involving foreign born parents in their affairs, came about as a result of the deliberations of the Advisory Council. See page 49.

The foreign born parents were most pleased when the Board of Education, in approving the Model, recognized the efforts made by the Advisory Council in detailing the steps necessary to successful implementation of a program for the inclusion of foreign born parents and their involvement in school affairs. The work accomplished by the representative parents of each middle school was certainly one of the highlights in the successful completion of this practicum.

INTRODUCTION

This practicum describes the methods used by the Principal of Ponus Ridge Middle School, Norwalk, Connecticut, to improve and increase the participation of parents of foreign born students in school affairs. Since the situation was similar in two other Norwalk middle schools, Benjamin Franklin and Nathan Hale, the methods employed at Ponus Ridge were applicable.

The program included extraordinary means of parental contact and student involvement in each school such as:

1. Creating brochures translated into the target languages (Spanish for Ponus Ridge, Spanish and Italian for Benjamin Franklin School, and Spanish and Greek for Nathan Hale School) pertinent notices of importance and other materials sent to the parents (APPENDICES pgs. 202, 335, 475).

2. Creating a simplified student handbook in the various target languages for the foreign born students in each school (APPENDICES pgs. 143, 156, 172, 190).

3. Creating a procedure utilizing the foreign language teachers of each school to communicate with parents in the target languages for purposes of encouraging increased school participation.

4. Creating a bi-lingual activity program involving foreign born students in each school which will enhance parent participation in school affairs.

5. Organizing periodic meetings with parents of each school to inform them of the educational and supportive services available at the schools.

6. Acquainting parents in each school with the current instructional methodologies being used in the main stream and English-As-A-Second language (ESL) classes.

Emphasis was placed on the personal involvement by the staff of each school to encourage parents to attend school meetings and functions. Personal telephone calls and home visits were used widely to demonstrate the sincerity on the part of the staff and to relieve parent anxiety. These meetings brought to the parents involved all the necessary information needed by them to become reasonably familiar with the total school program. This approach encouraged them to become active participants in school affairs on an on-going basis. The results indicated an increased student achievement and school involvement ratio.

The results were evaluated by means of a questionnaire completed by all the students, parents and staff members involved. The Advisory Council interacted with one another as to the worthwhileness of the program as it proceeded. Suggestions for improvements were made on an on-going basis to resolve any discrepancies that arose as the practicum continued to its culmination. This was in keeping with Provus' Discrepancy Evaluation model. Conclusions drawn from the results demonstrated that the proposal met with initial success and formed the basis of the practicum model.

The complete procedure and all pertinent results were forwarded to Dr. Richard C. Briggs, Superintendent of Schools for his critique. Dr. Briggs recommended to the Board of Education on March 11, 1975, as standard procedure for all schools in the Norwalk, Connecticut Public School System. The Board of Education adopted the model on March 11, 1975.

A MODEL PROGRAM INCREASING SCHOOL PARTICIPATION OF PARENTS OF FOREIGN BORN STUDENTS

by
Lawrence F. Cafero[1]

STATEMENT OF THE PROBLEM

History of Population Growth

A fifty-year review of population in the City of Norwalk reveals that the City has always grown, but at varying rates.

YEAR	POPULATION	10 YEAR INCREASE NUMBER	10 YEAR INCREASE PERCENT
1920	27,743	-	-
1930	36,019	8,276	29.8
1940	39,849	3,830	10.6
1950	49,460	9,611	24.1
1960	67,775	18,315	37.0
1970	79,113	11,338	16.7

From 1920 to 1970, the City of Norwalk grew from 28,000 to 79,000 - or roughly 50,000 people in 50 years. All indications are that population will continue to grow, though it is not anticipated that it will ever again approach the rate of growth experienced in the post World War II years through 1960.

---

[1] Principal, Ponus Ridge Middle School, Norwalk, Connecticut, 854 Pupils, Grades 6 - 8.

Minority Enrollment

In 1970, the Census showed Negro population was 11.8% of the total population. The Norwalk Planning and Zoning Commission had projected Negro population to be 18.8% of the total population in 1985. No projections were available for Spanish-speaking minorities and, therefore, it was assumed that they would increase in direct proportion to the Negro population. Following this logic, however, the trend has been an ever increasing Spanish-speaking population entering Norwalk at an accelerated rate thus the best estimate is that by 1985 there will be a 16 - 18% representation.

In East and South Norwalk, there exists a heavy concentration of non-English speaking immigrants of three predominant cultures and languages - Greek, Italian, and Spanish. At three of our middle schools, Ponus Ridge, Nathan Hale and Benjamin Franklin there is a disproportionate number of Greek, Italian and Spanish speaking pupils so as to warrant a bilingual-bicultural effort on the part of the staffs at these schools.

Currently, a modified bilingual-ESL program is in operation at Nathan Hale and Ponus Ridge. Students attend ESL classes from two hours each day for the beginners, to one hour per week as a follow-up for the advanced mainstream students. In addition, tutorial programs have been established utilizing native language of non-English pupils.

At Benjamin Franklin, we have a Spanish bilingual-ESL program. There also exists an ESL program for Italian, Greek, and Spanish speakers to cope with their varying degrees of English and native proficiency. Academic subjects are taught in the native language of our Spanish students, and, at times, more advanced students are given special opportunity to take one or more of the academic subjects in the mainstream. All students take art, music, physical education, home economics, industrial arts with mainstream teachers.

Twice a week the Spanish bilingual-ESL classes interface with the regular eighth grade Spanish AIM (audio-lingual materials) classes for a bicultural interchange in which music, dance, slides and movies on Latin America and the Caribbean Island are brought into focus.

The same procedure is carried on for the Italian and Greek students in the schools involved.

HISTORY AND PROFILES OF THE THREE MIDDLE SCHOOLS

Benjamin Franklin

The original Benjamin Franklin Junior High School was a brick building erected in 1854 and located at Flax Hill Road and Franklin Street just a block away from where the school is now situated. This building had twenty rooms and accommodated 693 pupils.

In February, 1931, the pupils and teachers moved into the present school building which had just been built at a cost of $310,000. There were 22 rooms in the new building.

The original building, after it had been vacated was used for city officers and finally demolished. Today nothing remains of the original building nor the site upon which it stood as the redeveloped South Norwalk area continues to change. When the school opened in 1931, it was the newest of three junior high schools. Today it is the oldest of five. It is located on 2.3 acres and primarily serves the South Norwalk area.

The pupils at Franklin come from many of the elementary schools. Most of those leaving Franklin are promoted to grade 9 at Brien McMahon High School. There are some who go to Norwalk High School.

In 1960, the entire school, including pupils, teachers and equipment, was moved to Brien McMahon High School for a five month stay while Franklin was undergoing a complete renovation program. This renovation program added an entire new wing to the school which included four new classrooms and gymnasium. The old gymnasium was converted into modern shops, home-making, art and music rooms. It is interesting to note that the cost of this renovation program was $750,000; more than double the original price of building the school.

Being the oldest junior high school in the city gives to our school a rich background of tradition. For 110 years, this school had provided secondary education for thousands of Norwalk pupils, many of whom are active and prominent citizens today.

In September, 1966, Benjamin Franklin Junior High School became a Middle School. Instead of housing grades 7, 8 and 9 the school became the educational home for grades 6, 7 and 8. This arrangement was done after a great deal of thinking and so that the boys and girls attending the school would receive the best possible education available using the most modern and accepted techniques of teaching.

Undoubtedly, the influence which Benjamin Franklin has had on the thousands of pupils who have passed through its halls could never be measured.

School Profile

Benjamin Franklin Middle School is one of five middle schools in Norwalk, Connecticut, which enrolls students from primarily the lower middle income families. Of its total enrollment approximately 41% are minority group pupils, made up of Black, Spanish, and Italian students.

The enrollment of the school is as follows:

6th Grade	170
7th Grade	178
8th Grade	164
Total	512

The staff includes:

1	Principal
1	Assistant Principal
5	Language Arts Teachers
1	Reading Teacher
4	Social Studies Teachers

4	Science Teachers
4	Mathematics Teachers
1	Foreign Language Teachers
2	Home Economics Teachers
2	Industrial Arts Teachers
2	Art Teachers
2	Music Teachers
2	Physical Education Teachers
1	Bilingual,Bicultural Teacher
2	Social Workers
1/2 Time	Nurse
1/2 Time	Librarian
2	Special Education Teachers
2	Guidance Counselors
6	Cafeteria Workers
5	Custodians
2	Secretaries
3	Clerical Aides

Nathan Hale

It was in March of 1925 that the present Roger Ludlow School was opened as the Roger Ludlow Junior High School. This school served the East Norwalk area as its junior high until 1953. After World War II, when the city found itself needing more schools - with none being possible to build during the war years - it was felt that a new building with more land was needed for a junior high. Thus Nathan Hale Junior High was begun.

Construction for this school was begun in July 1951 and the school opened for classes in January 1953. Pupils from Ludlow carried all their books, while city trucks moved heavier material.

The building contained 17 classrooms, one shop, one homemaking room, science room, library, cafeteria, art room, gymnasium, auditorium with 525 seats, offices and health room. Designed for 540 pupils. Area, about 15 acres. Cost $1,047,276.

In the new building many new facilities had been added, including additional Industrial Arts, Home Arts, Science, Art and Physical Education areas, as well as a new Learning Resource Center to replace the present library, a new Cafeteria and Kitchen.

In addition, to the new areas, many existing classrooms had been modified for new uses. With the new building addition 950 students could be accommodated.

Nathan Hale Middle School is one of five middle schools in Norwalk, Connecticut which enrolls students from primarily upper and middle income families. In addition, pupils from another geographical area within Norwalk, Connecticut are bussed into the school in order to maintain a raciel balance throughout the school system.

The enrollment of the school is as follows:

6th Grade	305
7th Grade	322
8th Grade	307
Total	934

The staff includes:

1	Principal
1	Assistant Principal
6	Language Arts Teachers
6	Social Studies Teachers
6	Mathematics Teachers
6	Science Teachers
3	Foreign Language Teachers
2	Home Economics Teachers
3	Industrial Arts Teachers
3	Art Teachers
2	Music Teachers
4	Physical Education Teachers
6	Special Education Teachers
1	Bilingual, Bicultural Teacher
1	Nurse
1	Social Worker
1/2	Librarian
2 1/2	Guidance Counselors
8	Custodian Workers
9	Cafeteria Workers
2	Secretaries
3	Clerical Aides

Ponus Ridge

Ponus Ridge Junior High School was officially dedicated on Sunday May 18, 1958, but, by then, over 700 students and their teachers had been attending school for two and a half months. They came from the now defunct Center Junior High School.

Growth and change - characteristic of all living things - had taken place. Presently a student body of more than 800 and a staff of over 40 teachers are involved.

The school program has progressed from a rigid, separate classroom instruction, to what was called the "Core Program" which combined subjects, to an interdisciplinary team approach which attempts to use the relevant portions of each curriculum.

The daily program has been scheduled to allow teachers and students to manipulate the time needed for certain instructional tasks as the case may be.

The building will undergo a major alteration in which additional facilities will be added such as two physical education stations, music, special education, unified arts, art and science areas are to be increased.

School Profile

Ponus Ridge Middle School, Norwalk, Connecticut was built in 1958 and is one of five middle schools which enrolls students primarily from upper middle and middle income families. In addition, pupils from another geographical area within Norwalk, Connecticut are bussed into the school in order to maintain a racial balance throughout the school system.

The enrollment of the school is as follows:

6th Grade	272
7th Grade	287
8th Grade	295
Total	854

The staff includes:

1	Principal
1	Assistant Principal
6	Language Arts Teachers
1	Reading Teacher
6	Social Studies Teachers
6	Mathematics Teachers
6	Science Teachers
2	Spanish Teachers
1	French Teacher

2	Home Economics Teachers
3	Industrial Arts Teachers
2	Art Teachers
2	Music Teachers
4	Physical Education Teachers
2 1/2	Special Education Teachers
2 1/2	Secretaries
5	Custodians
5	Cafeteria Workers
2 1/2	Guidance Counselors
1/2	Social Worker
1/2	Librarian

The school has recently been changed from a seventh, eighth and ninth grade junior high school to a sixth, seventh and eighth grade middle school.

Staff Decision 1972 - 73

In September, 1972, the Faculty Advisory Council of the Ponus Ridge Middle School composed of the Principal, Head Guidance Counselor and the Key Teachers of all nine subjects areas in the instructional program investigated the practicality of using an interdisciplinary approach to improving the instructional program and the communication between teachers of the varied subjects.

Up to this time the instructional program consisted of each teacher in the various subject areas merely, teaching the curriculum as outlined by the central office. During certain years in the recent past, the team teaching approach to the instructional program represented an approach which dealt solely within a particular subject area. Based on these experiences and observations, the Faculty Advisory Council voted to expand this team teaching approach, as was constituted, to an interdisciplinary structure involving all subjects at each of the three grade levels, sixth, seventh and eighth.

STUDENTS AND PARENTS INVOLVED

Spanish Speaking Students

The greater majority of our foreign born Spanish speaking students are Puerto Ricans. Many of them come directly from the islands, neighboring New York City, and the greater Metropolitan area.

The life style from which they came is one of poverty. This culture of poverty is not just a matter of deprivation or disorganization, a term signifying the absence of something. It is a culture in the traditional anthropological sense in that it provides human beings with a design to live with a ready-made set of solutions for human problems, and so serves a significant adaptive function.

This life style transcends national and regional differences within the island itself. There exists similarities in the structure of the family, interpersonal relation and habits. The rich, just as the poor are characterized as virtuous, upright, independent, honest, kind, happy and all are closely associated in a community organization.

Many of these people in a culture of poverty have a low level of personal expectations. There is a dislike of the police, and a mistrust of the government; they live in overcrowded housing conditions; they lack ownership of property, have few family savings, and are in poor nutritional health due to lack of a balanced diet. Family units, relying, and interdependency on one another are very strong in the early years of participation in this new environment.

Assimilation of culture or acculturation is a problem of accommodating to a whole new set of patterns and being; in actuality it is the changing from one culture to another. This is a harder task for the Puerto Ricans to do than any other migrants, and it is reflected in the many problems experienced in the schools and community. The reason is that Puerto Ricans come from a rural peasant culture whereas many other migrants come from an urban center.

> "When the culture process is interrupted or suddenly changed, learning seems to cease. The new setting often destroys the foundation of security. He is also usually the child of a family that is socially and economically disadvantaged and is therefore heir to all the insecurity, fears and instabilities of our society to a larger degree than others."[2]

---

[2] Cordasco and Bucchoni, The Puerto Rican Community and its Children, Scarecrow Press, Inc., New Jersey, 1972, p. 334.

As a result, there is little time for academics. The child encounters difficulty in adjusting to his new environment, classmates, climate, food, etc. The parents have difficulty in finding a good job, since most of them have little or limited skills. A crosscurrent of adjustment occurs; to hold onto their own culture in a setting which neither understands nor is able to accept. Thus the Puerto Ricans are caught between two cultures. The child must behave and act as is expected of him from our own cultural society; then when he returns home to his family and friends and he behaves according to the codes of the Puerto Rican culture. In school the Puerto Rican child is expected to accept the conflicting norms of the larger society; if he does not, he is penalized.

One of the most significant evidences of adjustment to life in the mainland has been the increase of marriages of Puerto Ricans to non-Puerto Ricans. According to the recent census, age at marriage shows a sharp decline from first generation to second, indicating an aculturation to mainland patterns.

Italian Students

As with the Spanish speaking population, the foreign born emanating from Italy usually comes from the rural areas of the country. The culture and traditions are rooted to the "family" as the central focus. Unlike the Puerto Ricans, however, the parents are more skilled in the trades - masonry, carpentry, electricians, metal workers etc. They find it easier to obtain jobs and tend to assimilate much more readily than the Spanish speaking people. Plus they have many successful models in the community to emulate, doctors, lawyers, educators etc.

The problems found in the schools with their peer groups are usually the same - language differences, varying values of behavior between sexes, the teacher - pupil relationship, discipline in general etc.

Greek Students

The major problems facing the Greek student today are two - one is the transition from a totally agrarian society with educational standards quite different than those of this country into an industrial society with different standards and ways of life. The second problem, which is quite relevant to the education situation, as learning to cope with and live in a pluralistic society.

In Greece, the school system teaches religion, manners, obedience to elders, and respect, as well as the other topics. However, in the school system of this country, many of these concepts are left to the parents. This is one important factor that teachers must keep in mind when instructing a Greek student.

In dealing with the Greek parent, it is important that education be stressed as one of the prime means of survival in an industrial society. Whereas it might well be considered optional in an agrarian society, it is an absolute necessity in an industrial society and especially in the city. Secondly, because the parents feel or take for granted that the children are being taught manners, respect and religion in their schools it must be stressed to them that this is primarily the work of the home and the church in the American society.

In instructing the Greek student, teachers should give special attention to teach them to acquire a system, to teach them the mechanics of evaluating themselves, disciplining themselves, setting goals for themselves and thinking of the proper means and ways to reach and to achieve these goals.

THE BILINGUAL - BICULTURAL PROGRAM

Introduction

In the three middle schools which are involved in this practicum, a bilingual-bicultural program was established to cater to the needs of the foreign born student.

Jaramilla defines bilingualism and biculturism:

> Bilingual Education is the concurrent use of the two languages as media of instruction for a child in a given school in any or all of the school curriculum except the actual study of the languages themselves.[3] . .
>
> Biculturism implies knowing, feeling and behaving as a native of a given culture. One is not bicultural by cognition alone; it must include being. It is a state that indicates being able to operate successfully in two cultures.[4]

This is the vehicle used by society to further the advocated acculturation. This destroys the theory of the melting pot. The foreign born student will have a positive self concept with this program. The best medium for teaching a child is in his mother tongue. The student does not need to fight the battle with the English language. Instruction only in English lets the foreign born student miss the opportunity to learn to read and write his own language. The student who learns to express himself in all types of situations in at least one language probably will not suffer a handicap in learning a second language.

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[3] Mari-Luci Jaramilla, The Future of Bilingual-Bicultural Education, University of New Mexico, New Mexico, 1972, p. 2.

[4] Ibid., p. 7.

Biculturism simply means that a person can perform and play the roles according to the culture that he finds himself in. He can also behave according to the codes of his own culture when the need calls for it. A true biculturate person, knows the beliefs, values, customs, mores, of two different cultures, to the degree that it helps him understand the people in any predicament with which he is confronted.

When a person is bicultural, he becomes an advantage to the society as well as to himself. He broadens his own horizon, he gains more information, and becomes a more flexible person. Monoculturalism can become a personal and social handicap in this country of so many ethnic backgrounds.

Bicultural education is the teaching of two cultures, the one in which the individual was born and that of the United States; it includes the teaching of the people's customs, the land, its songs, its literature, its history.

Need For Instructional Program

The participant, noting the tremendous increase in the enrollment of foreign born students of Spanish background in Ponus Ridge, immediately asked for and received permission to establish a bilingual-bicultural program. The same was done at Benjamin Franklin and Nathan Hale. The following reasons were given:

1. A non-English dominant child that has a poor competency in English would become retarded if instruction were solely given in English. The student, however, would proceed at a normal rate if the mother tongue were used as an alternate medium of instruction.

2. Such a program would have a desirable relationship between the school and the home of the foreign born students and parents.

3. Such a program would conserve the cultural heritage of the foreign born student. It would enable him to achieve literacy in his native language.

Goals of Bilingual Education

1. The student will be proficient in listening, speaking, reading and writing his second language as he is in his first language.

2. The student will be able to function in either culture easily and comfortably.

3. The student will know the difference between the two languages and people and be appreciative of both. He will have pride in his own heritage.

4. The major goal for the foreign born student is to be able to acquire enough proficiency in the English language skills, in order to be able to function properly in the mainstream classes.

The bilingual-bicultural classes were organized and scheduled in each of the three middle schools so that their number did not exceed 15 pupils. This allowed the teacher and an aide, which was also added to the staff, the time necessary to provide an individualized instructional program.

The aide was utilized for translation of forms and letters to parents, assisting school guidance counselors as interpretors for parents and students to assist in problem solving situations, as well as assisting the teacher in classroom activities.

It is vitally important at this point to emphasize to those who may contemplate on having a bilingual-bicultural program those ingredients which will increase the parents participation in school affairs. The school should provide:

1. Trained personnel who are cognizant of all community services which work with parents.
2. A well planned guidance program, preferably with a counselor who can speak the native language of the students involved.
3. The leadership in having the community involved in planning recreational activities.
4. Afternoon and evening programs for the parents.
5. A vocational guidance program to orient students to be useful and aware of the different occupations available.

6. A psychologist who speaks the native language to interpret tests and recommendations to the parent when a learning or emotional disability is involved.

7. Sufficient secretarial assistance for translating letters and forms and general interpreting duties.

With such a program parents of foreign born students will immediately sense a close relationship with the school and be less fearful in approaching those individuals who play a major role in the education of their youngsters.

THE IN SERVICE PROGRAM
FOR TEACHERS

Introduction

The bilingual-bicultural program in the Norwalk Public schools had its beginnings within elementary school division.

As the influx of foreign born students from Spanish speaking countries, Italy and Greece began to enter the middle schools, a request was made to the Assistant Superintendent for Instruction that a similar program be established in the secondary division. This was accomplished in the 1973-74 school year with each school receiving a certified teacher fluent in English and the target language involved.

Description of the Program

The students were grouped as beginners, intermediate and advanced level dependent upon their knowledge of English. As the student became more proficient, he was sent in to the mainstream classes, however, as the students began to enter mainstream classes they found it difficult to blend in with the regular English dominant student. As a consequence, in many classrooms, children from different backgrounds sat side by side, but their worlds never meet. Complex backgrounds and environmental forces kept them apart; the most powerful of these were their different languages and diverse cultures. In more ways than one, these children that did not speak the same languages, were strangers for they rarely were given the opportunity to meet on common ground. Misunderstanding led to mistrust and greater frustrations for all concerned.

In order to remedy mainstream problems a bilingual-bicultural "school-within-a-school" program for non-English speaking students was established. This "nuclear" class was a self-contained language laboratory operating as the home base for these students. Students move gradually from this class to the mainstream academic program, much as an astronaut moves back and forth from his space lab to the "satellites" which revolve about him.

In the "nuclear" classroom itself, the students will operate on a non-graded basis. The main objective of the "nuclear" program will be to teach English-As-A-Second Language on a saturation basis several hours each day.

Bilingual speaking interns and aides assisted the teacher in importing the basic skills and concepts in academic areas which was necessary for success in the mainstream. The team concept was utilized whereby the actual teaching of the subject matter which occurred in the student's native language was followed by a brief recapitulation in English.

The primary goal of the "nuclear" class was to make the transition from the home base to the "satellite" program as smoothly as possible. This transition occurred on a graduated basis, with physical education, creative arts, music, industrial arts, home economics and mathematics as the initial thrusts.

The "nuclear" language lab classroom had its attention directed to the basic needs of each student viewed from several vantage points: instructional, curricular, attitudinal, and evaluative. Thus, the entire program from K - 12 assisted teachers to convert a student's native tongue into a steppingstone for further accomplishment rather than a source of endless frustration.

Problems

One of the problems encountered by the mainstream subject teachers was their inability to deal with the foreign born student who came into their classroom even after being instructed in the "nuclear" class.

Most of the mainstream teachers were conditioned to the typical one lesson plan operation with their classes. They were in need of training to deal not only with the instructional aspects of their subject as it related to the levels of these foreign born students, but also in dealing with the attitude brought into the classroom by these students.

Plans For In-Service Program

In order to cope with this problem the practitioner suggested and worked out with central office administrators an in-service program for mainstream teachers to assist them in dealing with the foreign born students within their classrooms. Through this in-service program the mainstream teachers acquired diagnostic and programming skills utilizing the English-As-A-Second Language approach to subject areas, and gained an insight into "self-image" unique to the diverse cultures of non-native speakers of English.

Selection of Staff

The practitioners selected two teachers from each of the major disciplines, English, Social Studies, Mathematics and Science, to participate in the in-service training program. These teachers were the ones to whom students were scheduled from the "nuclear" class to receive instruction in regular mainstream classes.

The in-service workshop was planned and carried out with the assistance of Dr. William Jassey, supervisor of foreign languages and director of the bilingual-bicultural program.

The instructors for the workshop were the teachers of the bilingual-bicultural program in the city. The in-service day meeting time which was once a week was used for 20 sessions. Teachers from the other secondary schools were also invited to participate as well as administrators among whom was the practitioner.

The in-service workshop included the following elements:

A. Individualized Instruction in the Mainstream

1. Designing and conducting with each bilingual student a program of studies that is tailored to his learning needs and his self image as a learner in terms of learning prescriptions made especially for him.

B. Modes of Individualization

1. How to vary learning goals from student to student.
2. How to vary learning materials and AV equipment used from student to student.
3. How to vary the learning setting from student to student (independent study, tutorial, peer teaching) sub group in class working under teacher guidance with the help of intern or aide.
4. How to vary instructional methods from student to student.
5. How to vary the rate of advancement from student to student (non-grading).

C. Mainstream Teachers Model for Individualization

1. Specify the objectives of the learning task in terms of the bilingual student's behavior.
2. Select or devise instruments and procedures for measuring achievement of each specified learning objective.
3. Pre-test the bilingual student to determine the extent to which he already has achieved the objectives of the learning task.
4. Diagnose each student's self-image as a learner in relation to the task.
5. Prescribe for each bilingual student, learning activities for his mastering the task.
6. Select appropriate learning materials and AV equipment the bilingual student will require.
7. Program oneself as teacher to guide the bilingual student a la his prescription.
8. Conduct the instruction with individualization, revising prescriptions as needed.

D. Training in Target Language

1. Each participant in the in-service workshop received one hour of training at each session in the target language of the students involved in their respective schools. This included: Spanish, Italian, and Greek.

2. The culture of the various countries involved were studied to give teachers an insight in dealing with the parents and students of their respective schools.

There are plans being discussed at the present time to make this type of in-service workshop a permanent program for the training of teachers in dealing with the foreign born student.

THE ADVISORY COUNCIL

The practitioner organized an Advisory Council of parents, students and selected staff members to assist with the progress and coordination of activities of the practicum as it developed. Members of the council included administrators of the three middle schools involved as well as staff members, parents, and students of each of the schools.

This in itself gave a feeling to each parent of directly participating in the vital affairs of school activities. The Advisory Council consisted of the principal, teachers, counselor, parents and students from each of the middle schools as well as a locally based member from the New England Spanish American Institute.

The primary function of the Advisory Council was to hear progress reports to ascertain what was going on in each middle school and to suggest changes or new techniques to encourage more parents to become involved in school affairs. This would provide an on-going evaluation of the practicum as it prodeeded. See APPENDIX pgs. 140, 141, 142.

The Advisory Council proved most beneficial as a linkage between school and community in encouraging greater involvement by parents in school affairs.

STAFF AND PARENT COMMUNICATIONS

Written Notices

In conferring with a number of parents of foreign born students, one of the more frustrating problems they have always faced has been the written notices sent home in the English language.

This communication gap proved to be very frustrating to the parents who were forced to rely upon their children to interpret these notices with the usual amount of adolescent exaggeration and mis-interpretation. The practitioner posed this problem to the Advisory Council which agreed to lend its multi-linguistic talents to producing important school notices in the target languages of Spanish, Italian and Greek. See APPENDICES pgs. 275 to 334.

Telephone Procedures

One of the most effective results of this practicum was the establishment of a procedure by which parents at each of the middle schools were able to communicate by telephone with the school in their own native tongue. See APPENDIX pgs. 288 to 291.

This was accomplished by having a cadre of teachers and counselors at each school who were able to converse in the target language of the majority of foreign born students. In addition, the regular foreign language and/or bilingual teacher augmented this cadre which facilitates good parent-school communication.

THE TEACHER SURVEY

A Needs Assessment

During the 1973-74 school year, a number of foreign born students were admitted to regular subject classes. It became apparent that staff members were finding it difficult to provide adequate instruction for several reasons, i.e., lack of communication because of language, the need for special materials to cope with the varied levels of achievement in the basic skill subjects, the lack of proper communication with the home, and the need for special training to understand the cultures of these foreign born students.

The practitioner proceeded to ascertain exactly what the needs of the involved staff members were by developing the following survey questionnaire to assess the staffs needs:

Practicum on Involving Parents of Foreign Born Students

Teacher Survey

Please complete the following questions in order that I may plan to assist you with whatever training and materials you may require to adequately provide for an instructional program which meets the need of the foreign born student in your classes.

---

1. Teacher's Name____________________ 3. Grade Level______

2. Subject________________________ 4. Years of Experience_______

5. Have you had formal training in the languages of Spanish, Italian or Greek? (Please answer Yes or No next to the language involved).

Spanish____________

Italian____________

Greek ____________

6. Do you have non English speaking students in your teaching assignment? Yes_____ No_____

7. If so how many? _______________

8. Do you have any difficulties with their

Class Participation	Yes_____	No_____
Oral Work	Yes_____	No_____
Written Work	Yes_____	No_____

9. Are appropriate materials available? Yes_____ No_____ A few_____

10. Has there been any home contacts? Yes_____ No_____

11. List some student behavioral characteristics that are observable to you which best describes student attitude.

____

____

____

____

12. List the kinds of help that the school system can provide for you to best meet your needs as a teacher with foreign born students.

____

____

____

____

Results of the teacher survey were as follows from each of the three middle schools involved:

Question 1.

Number of Teacher Responses	School	
	Ben Franklin	7
	Nathan Hale	9
	Ponus Ridge	10

Question 2.

Subjects Taught

All schools had representatives of each of the four major subject areas, language arts, social studies, mathematics and science.

Question 3.

Grade Levels Taught

School	6 Grade	7 Grade	8 Grade
Ben Franklin	2	3	2
Nathan Hale	3	3	3
Ponus Ridge	4	3	3

Analysis: The results indicate that all grade levels were involved with a somewhat even distribution of teachers.

Question 4.

Years of Experience

School	Years	Years	Plus Years
Ben Franklin	2	4	1
Nathan Hale	3	4	2
Ponus Ridge	3	4	3

Analysis: It would seem from the results that again a somewhat of a balance occurred in the assignment of teachers to the various grade levels in accordance to the years of experience.

Question 5.

Have you had formal training in the languages of Spanish, Italian or Greek?

School	Spanish	Italian	Greek
Ben Franklin	0	0	0
Nathan Hale	0	0	1
Ponus Ridge	1	0	0

Analysis: It was quite obvious that the staffs of each school needed some form of conversational language training to facilitate communications with students and parents.

Question 6.

Do you have non English speaking students in your teaching assignment?

School	Yes	No
Ben Franklin	7	0
Nathan Hale	9	0
Ponus Ridge	10	0

Analysis: The conclusion is obvious.

Question 7.

If so how many?

School	Pupils	Pupils	Or More
Ben Franklin	2	4	1
Nathan Hale	3	4	1
Ponus Ridge	4	4	2

Analysis: The results would indicate that in each class, which usually enrolls approximately 30 students, anywhere from 10 to 33% of the class was made up of foreign born students.

Question 8.

Do you have any difficulties in their	School	Yes	No
Class Participation	Ben Franklin	7	0
	Nathan Hale	9	0
	Ponus Ridge	10	0
Oral Work	Ben Franklin	7	0
	Nathan Hale	9	0
	Ponus Ridge	10	0
Written Work	Ben Franklin	7	0
	Nathan Hale	9	0
	Ponus Ridge	10	0

Analysis: It is quite obvious from the results that the teachers were having difficulties in each of the categories and needed assistance in methodology and techniques to cope with the situation.

Question 9.

Are appropriate materials available?

School	Yes	No	A little
Ben Franklin	2	4	1
Nathan Hale	2	5	2
Ponus Ridge	2	6	2

Analysis: The results showed that in the area of language arts there were materials available. In the area of mathematics there were a little amount of varied materials available. Only in social studies and in science were there little or no materials available in teachers judgement to cope with this problem of foreign born students.

Question 10.

Has there been any home contacts?

School	Yes	No
Ben Franklin	0	7
Nathan Hale	0	9
Ponus Ridge	0	10

Analysis: In every case the response was "no" home contact showing a great need to develop liaison between classroom teacher and the home.

Question 11.

List some student behavior characteristics that are observable to you which best describes student attitude.

Analysis: Teachers listed such characteristics as:

1. Embarrassed to speak in class.
2. Lack of interest because of language barrier.
3. Resenting attitude of English speaking pupils.
4. Annoyed that teacher does not understand language of student.
5. Resentful of doing work not geared to their ability.

These definitely indicated a need for teacher training to cope with individualized instructive techniques.

Question 12.

List the kinds of help that the school system can provide for you to best meet your needs as a teacher with foreign born students.

Analysis: The responses received included:

1. Training in the various languages represented by their students.
2. Materials of a wide ability range in each of the subject areas.

3. Training to cope adequately with group-within-a-group techniques to achieve greater individualized instruction.
4. Some time devoted to the various cultures which the students and their parents represent in order to obtain a feeling for their values.

Once again the staff members indicated that their present backgrounds were inadequate to cope with the numerous problems associated with the cultural language differences. They further indicated that some action must be initiated in order for them to make some positive inroads in meeting the needs of these students.

The practitioner immediately embarked upon a plan for an inservice training program designed to assist the staff members involved.

INVOLVEMENT OF PARENTS, STUDENTS AND STAFF IN PREPARING A FESTIVAL

The Advisory Council of parents, students and staff decided that each of the schools would do well to have a festival as a culminating activity. The festival would be an evening of song and dance together with the preparation of foods of all ethnic backgrounds. Specific examples of these festivals were:

1. Benjamin Franklin Middle School had their festival on May 14, 1974 and reported close to 650 people in attendance. Their invitation to the practitioner is shown in APPENDIX pgs. 332, 333.

2. Nathan Hale Middle School had their international festival on May 31, 1974. Approximately 550 people were in attendance. See APPENDIX pgs. 617 to 619.

3. Ponus Ridge Middle School had a gala international festival on June 5, 1974 involving song, dance and a buffet dinner prepared by parents and students. Approximately 670 people were in attendance.

At each of these festivals the food and entertainment involved the parents, students and staff members who actually performed for the enjoyment of the assembled audience. Pictures of activities are shown in APPENDIX pgs. 624 to 627.

THE MODEL

FOR INCREASING SCHOOL PARTICIPATION OF PARENTS OF FOREIGN BORN STUDENTS

Need for such a project

Parents of those pupils who are enrolled in Bilingual/ English As A Second Language classes are usually reticent to communicate with the school because of the language barrier. Yes, these parents have indicated a desire to be kept informed regarding their children's progress and school activities in general, as well as being involved themselves. We are speaking of parents who are identified as Spanish, Greek and Italian dominant as well as English dominant parents of the ethnic origin already mentioned. Our purpose is to have an inclusion of all multi-ethnic parents with the anglo mainstream parents working as a cohesive school team on projects such as Career Education, the planning of International festivals in schools and orientation programs sponsored by students.

Routine school communication techniques such as form letters and notices only serve to widen the gap because of the language problem. This language problem results in a lack of confidence on the part of the parents which in turn creates a community-school communication barrier.

The Bilingual students themselves then become the only mode of communication between the school and the home. Thus, the information brought home is, in essence, "censored" by the adolescent mind with the usual amount of rationalization and lack of or exaggerated information.

Objectives

1. To provide a more effective school-parent contact in the target language of the parent whether he be at home or at the school.

2. To foster a greater closeness and cooperation between the school and non-English speaking parents of the community and to encourage these parents to actively participate in such school functions as the Advisory Council, Parent meetings, various activity programs and festivals involving their children.

3. To bring about greater student success by enlisting parental aid in problem-solving areas by establishing an "adult to adult" contact wither by phone or in person with the school in the target language of the parent.

4. To provide an involved staff with home and environmental factors which will help the teachers better prescribe, diagnose and assess learning materials for the non-English speaking students.

The professional staff, having members who are fluent in Italian, Spanish and Greek and knowledgeable in their respective cultures, would be utilized to:

1. Make telephone contact with parents regarding school problems or inform them of up-coming school activities.
2. Devise written communication in the target language for distributing to parents.
3. Work tutorially with pupils.
4. Hold parental conferences at the school during evening hours for orientation purposes as well as giving them progress reports.
5. Serve as a liaison with the pupil's counselor if in secondary schools, or teacher in elementary schools, and parent.
6. Visit homes in the community with follow-up procedures.

The following represents a step by step approach in inaugurating a program involving students, parents and school staff for increasing foreign born parents participation in school affairs. This would also enhance, to some extent, the achievement being made by students in subject matter.

STEP	PARTICIPANTS	PARTICIPANTS WILL
1.	Administrators	a) Make a survey of the school to ascertain the extent of the problem for adequately servicing the instructional and environmental need of the foreign born students and their parents.
		b) Develop a bilingual and bicultural program in the school to cater to the instructional needs of the students who are unable to speak English or do so very limitedly.
		c) Devise an in-service program to assist subject teachers who are not certified in foreign languages to assist the foreign born student in classroom instruction in order for the student to be in the mainstream of society.

d) Emphasize to all staff members the need for communicating with the parents using special forms written in the foreign language or utilizing interpreters if need be.

e) Develop a communication system whereby foreign language teachers may be able to communicate with parents by phone if the need arises.

f) Develop student handbook and other standard notices in the target language so that parents may be knowledgeable of the routine affairs of the school without language difficulty.

g) Develop an Advisory Council made up of:
   - Principal
   - 2 teachers (one of whom speaks target language)
   - 3 parents (two of whom should be foreign born)
   - 2 students of the English As A Second Language Group

This school Advisory Council should act as a liaison and have representation on the city-wide Bilingual Advisory Council.

h) Schedule the foreign born students in three categories: beginners, intermediate and advanced in order for the teacher of "English As A Second Language" classes to be able to meet the individual instructional need of each student.

i) For evaluative purposes determined by periodic reports, whether the foreign born students are achieving higher grades because of the greater involvement by their parents in school affairs.

j) Have an on-going evaluation of the number of parents of foreign born students who attend school meetings to determine the extent of their participation and whether it is a representative percentage of the school population.

2. Teachers

a) Plan classroom or school-wide activities such as festivals, field trips, etc., making certain that students and their parents, to some extent, are involved in order to instill a feeling of community-school spirit and cooperation.

b) Attend in-service workshops planned to increase their expertise in dealing with foreign born students and parents. This would include learning conversational Italian, Spanish or Greek.

c) Use at all times notices that are written in the foreign language in order to communicate more readily with parents. This would especially involve report cards, medical records, free lunch notices, meeting notices, etc.

d) Be involved in meetings where your subject is discussed with parents in order to orient them to the instructional program.

3. Parents

a) Make certain they receive all notices in the target language.

b) Attend all meetings called by the school to make them more knowledgeable regarding the services available and the instructional program.

c) Attempt to participate to the extent that they become members of standing committees to assist with school activities and policy making decisions.

4. Students

a) Assist teachers in planning for programs that would involve, from time to time, parental participation. This could include festivals, plays, demonstration lessons, etc.

EVALUATION

The evaluation of this practicum involved several aspects:

1. The results of a questionnaire developed for students, staff members and parents.
2. A comparison of the involvement of foreign born parents in school affairs with those that are native born.
3. The effect of parent participation on student achievement as analyzed by the results shown on students report cards for the year 1973-74 and mid-year report cards for 1974-75 school year.
4. Use of the designed model by schools other than the three middle schools involved in this practicum study.

Due to the constructive and favorable results the model was approved by the Board of Education of Norwalk, Connecticut, for use throughout the school system on March 11, 1975.

BOARD OF EDUCATION

NORWALK, CONNECTICUT

Practicum on Involving Parents of Foreign Born Students

Student's Questionnaire

Please answer the following questions by placing a check mark in one of the answer spaces.

1. Do you like school? Yes____ No____ A little____
2. Do you like school better when you are being helped in English? Yes____ No____ A little____
3. Do you feel you are doing better school work since you started to be in the Special English classes? Yes____ No____ A little____
4. Do you take part in the extra activities of your school like clubs, sports, etc.? Yes____ No____ A little____
5. Do your parents attend meetings at the school? Yes____ No____ A little____
6. Do you think you do better work at school when your parents attend school activities? Yes____ No____ A little____
7. Do you like to have your parents come to school and be part of school activities sometimes? Yes____ No____ A little____

8. Do you think it is a good idea to have students and teachers plan activities that parents can take part in when they come to school? Yes___No___ Maybe___

9. Do you think your parents would come to more activities if someone in the school spoke their language? Yes___No___ Maybe___

10. Do you think it helps you and your parents when school notes are sent home in your native language? Yes___No___ A little___

Results of the Student Questionnaire were as follows:

	SCHOOL	TOTAL RESPONSES	YES	NO	LITTLE
Question 1. Do you like school?	B. Franklin	127	104	2	21
	N. Hale	58	48	4	6
	P. Ridge	63	58	2	3

Analysis: It is quite obvious that the vast majority of the foreign born students like to be in school.

Question 2. Do you like school better when you are being helped in English?	B. Franklin	127	103	9	15
	N. Hale	58	52	2	4
	P. Ridge	63	49	4	10

Analysis: The results indicate that the English-As-A-Second-Language and the Bilingual-Bicultural courses implemented in all middle schools was meeting with success.

Question 3. Do you feel you are doing better school work since you started to be in the special English classes?	B. Franklin	127	116	6	5
	N. Hale	58	54	2	2
	P. Ridge	63	55	1	7

Analysis: Phrased a little differently this question as well as the results again indicate that the students appreciate the instruction going on in the Bilingual-Bicultural classes.

	SCHOOL	TOTAL RESPONSES	YES	NO	LITTLE
Question 4. Do you take part in the extra activities of your school, like clubs, sports, etc.?	B. Franklin	127	82	42	3
	N. Hale	58	55	3	0
	P. Ridge	63	41	12	11

Analysis: The results seem to indicate that 63% of the Franklin pupils are engaged in extra activities while approximately 30% are not. The administration is looking into this matter to attempt to interest a greater number of the negative pupils in extra activities. Nathan Hale and Ponus Ridge pupils seem to be well integrated in the extra curricular areas.

	SCHOOL	TOTAL RESPONSES	YES	NO	LITTLE
Question 5. Do your parents attend meetings at school?	B. Franklin	127	87	39	11
	N. Hale	58	42	12	4
	P. Ridge	63	38	19	6

Analysis: It is obvious that close to 75% in two of the schools and over 50% in the third indicate that the thrust of this practicum to increase parent involvement in school affairs is satisfactory.

	SCHOOL	TOTAL RESPONSES	YES	NO	LITTLE
Question 6. Do you think you do better work at school when your parents attend school activities?	B. Franklin	122	115	8	4
	N. Hale	58	49	7	2
	P. Ridge	63	46	4	13

Analysis: The returns definitely indicate that there is a close correlation between parental interest in school affairs by their attendance and the achievement of their youngsters.

	SCHOOL	TOTAL RESPONSES	YES	NO	LITTLE
Question 7. Do you like to have your parents come to and be part of school activities?	B. Franklin	127	118	3	6
	N. Hale	58	50	6	2
	P. Ridge	63	51	2	10

Analysis: It is quite apparent that the close family ties among the foreign born has its place in school life. There is an overwhelming desire on the part of the student to have his parents participate in school affairs.

Question 8. Do you think it is a good idea to have students and teachers plan activities that parents can take part in when they come to school?

SCHOOL	TOTAL RESPONSES	YES	NO	LITTLE
B. Franklin	127	122	0	5
N. Hale	58	53	1	4
P. Ridge	63	45	8	10

Analysis: The data definitely indicates the desire of pupils to assist teachers in planning meaningful activities for participating parents.

	SCHOOL	TOTAL RESPONSES	YES	NO	LITTLE
Question 9. Do you think your parents would come to more activities if someone in the school spoke their language?	B. Franklin	127	118	0	9
	N. Hale	58	49	0	9
	P. Ridge	63	60	0	3

Analysis: It is interesting to note that there was not one negative response to this question. It indicates that one of the basic tenets of this practicum, namely to have some staff available at meetings and conferences to interpret to parents what is being said, has been meeting with success.

Question 10. Do you think it helps you and your parents when school notes are sent home in your native language?	B. Franklin	127	125	0	2
	N. Hale	58	54	3	1
	P. Ridge	63	61	0	2

Analysis: Once again the replies of students overwhelmingly indicate that another basic tenet of this practicum, namely to have all school notices translated into the target language of the parent, is meeting with approval.

Teacher's Questionnaire Form

BOARD OF EDUCATION
NORWALK, CONNECTICUT

Questionnaire for Teachers
Re: Parents of Foreign Born Students

1. Did you find the in-service workshop helpful? Yes___No___Not Really___

2. Did you find the foreign language study of your workshop helpful in communicating with foreign born parents and their children? Yes___No___Not Really___

3. Do you feel that the training you received in the workshop has helped students improve in their work? Yes___No___Not Really___

4. Did the training your received assist you in selecting the proper materials needed by the students you serve? Yes___No___Not Really___

5. Have you been called upon to assist the guidance office or general office in dealing with parents of foreign born students? Yes___No___Not Really___

6. Have you been involved in special programs of your school dealing with parents of foreign born students (orientation, explanation of subject matter, etc.)? Yes___No___Not Really___

7. Have you been able to help other teachers in your school who have foreign born children in their classes? Yes___No___Not Really___

8. Have you had the opportunity to meet with other teachers who were members of the workshop and in your present school plan follow-up activities for increasing parental participation in school affairs? Yes___No___Not Really___

9. Give the number of times you have communicated with parents of foreign born students by telephone since the completion of the workshop. ______ times

10. Give the number of times you spoke to parents of foreign born students in person in school since the completion of the workshop. ______ times.

Results of the teacher questionnaire were as follows:

The teachers responding are those who were involved in teaching the foreign born students in their regular classes, thereby necessitating their attendance in the special in-service work shop.

	SCHOOL	TOTAL RESPONSES	YES	NO	NOT REALLY
Question 1. Did you find the in-service workshop helpful?	B. Franklin	7	7	0	0
	N. Hale	9	8	1	0
	P. Ridge	10	9	0	1

Analysis: The results indicate that all participating teachers except one found the workshop helpful.

	SCHOOL	TOTAL RESPONSES	YES	NO	NOT REALLY
Question 2. Did you find the foreign language study of your workshop helpful in communicating with foreign born parents and their children?	B. Franklin	7	4	0	3
	N. Hale	9	7	1	1
	P. Ridge	10	7	1	2

Analysis: It would seem from the responses that more than 75% of the staff involved believes learning the foreign language from a conversational point of view is beneficial.

Question 3. Did you feel that the training you received in the workshop has helped students improve in their work?

SCHOOL	TOTAL RESPONSES	YES	NO	NOT REALLY
B. Franklin	7	5	0	2
N. Hale	9	8	0	1
P. Ridge	10	7	1	2

Analysis: All teachers except one indicated that their new learnings improved their techniques thereby helping pupils.

Question 4. Did the training you received assist you in selecting the proper materials needed by the students you serve?

B. Franklin	7	5	0	2
N. Hale	9	6	0	3
P. Ridge	10	8	0	2

Analysis: The responses indicate that the workshop had an influence in increasing the skill of the teacher in selecting proper materials for individualizing instruction.

__Question 5.__ Have you been called upon to assist the guidance office or general office in dealing with parents of foreign born students?

SCHOOL	TOTAL RESPONSES	YES	NO	NOT REALLY
B. Franklin	7	3	4	0
N. Hale	9	2	7	0
P. Ridge	10	5	5	0

__Analysis:__ The returns definitely indicate that the teachers are being called upon to use their newly acquired skill of speaking the target language thereby showing the correct decision in placing such instruction in the workshop.

__Question 6.__ Have you been involved in special programs of your school dealing with parents of foreign born students (orientation, explanation of subject matter, etc.)?

SCHOOL	TOTAL RESPONSES	YES	NO	NOT REALLY
B. Franklin	7	4	3	0
N. Hale	9	8	1	0
P. Ridge	10	9	1	0

__Analysis:__ In all three schools most of the teachers have been involved in communicating with parents at meetings to make them more knowledgeable about the school's program and services.

	SCHOOL	TOTAL RESPONSES	YES	NO	NOT REALLY
Question 7. Have you been able to help other teachers in your school who have foreign born children in their classes?	B. Franklin	7	6	1	0
	N. Hale	9	7	2	0
	P. Ridge	10	8	2	0

Analysis: The returns indicate that more than 75% of the teachers involved in the workshop are now rendering some assistance to those who have foreign born students but were not able as yet to have additional training.

Question 8. Have you had the opportunity to meet with other teachers of the workshop and in your present school to plan follow-up activities for increasing parental participation in school affairs?	B. Franklin	7	5	2	0
	N. Hale	9	7	2	0
	P. Ridge	10	6	4	0

Analysis: There is a definite indication that the greater majority of teachers have been able to meet with one another in planning activities for involving the parents of the foreign born.

Question 9. Give the number of times you have communicated with parents of foreign born students by telephone since the completion of the workshop.

SCHOOL	TOTAL RESPONSES	YES	NO	NOT REALLY
B. Franklin	7	8 to 16 times		
N. Hale	9	6 to 19 times		
P. Ridge	10	3 to 23 times		

Analysis: The teachers in each school reported the actual number of times they telephoned parents. The figures show the minimum and maximum number of times reported by the teachers. In many of the cases the target language was spoken.

Question 10. Give the number of times you spoke to parents of foreign born students in person in school since the completion of the workshop.

SCHOOL	TOTAL RESPONSES	YES	NO	NOT REALLY
B. Franklin	7	3 to 7 times		
N. Hale	9	2 to 9 times		
P. Ridge	10	8 to 12 times		

Analysis: The results indicate that the parents are coming to the schools in increased numbers than previously noted showing that the new and varicus methods now being employed by the schools involved in interesting the parents to participate is meeting with success.

PARENTS QUESTIONNAIRE FORM

BOARD OF EDUCATION

NORWALK, CONNECTICUT

Practicum on Involving Parents of Foreign Born Students

This questionnaire has been prepared with the goal of improving the participation of parents of foreign born students in school affairs as well as the bilingual and bicultural program in our schools.

Remember that for a good educational program we need the cooperation of parents, teachers, administrators and the community in general. The education of children is primarily the responsibility of parents, and, then, of the school. Working together we can have a good educational program to continue developing good citizens in the community.

Please answer all the questions in the questionnaire.

1. Name of family ______________________________

Address ______________________________

Telephone ______________________________

2. Children (sons and daughters) who attend a bilingual-bicultural program.

Name	Age	Grade	School

3. Place of birth:

Father ____________________________________

Mother ____________________________________

4. How long have you lived in Norwalk?

____

5. Do you usually travel outside of Norwalk?

Yes _____ No _____

Where ____________ How many times per year _______

How long do you stay? ____________________

6. Indicate your fluency in the languages?

Father: Speaks English?____Reads English?___Writes English?____

Speaks Spanish?____Reads Spanish?___Writes Spanish?____

Speaks Italian?____Reads Italian?___Writes Italian?____

Speaks Greek? ____Reads Greek? ___Writes Greeek?_____

Mother: Speaks English?____ Reads English?____ Writes English?____

Speaks Spanish?____ Reads Spanish?____ Writes Spanish?____

Speaks Italian?____ Reads Italian?____ Writes Italian?____

Speaks Greek? ____ Reads Greek? ____ Writes Greek? ____

7. What language is used more at home?

English ______ Your own ______ Both ______

8. What language do the children speak with you?

English ______ Your own ______ Both ______

9. What language do the children speak among themselves?

English ______ Your own ______ Both ______

10. If you are working what language do you speak at work?

Father: English____ Your own ______ Both ______

Mother: English____ Your own ______ Both ______

11. When you watch television, do you watch programs in English or in your own language?

English _____ Your own _____ Both _____

12. When your children watch television do they watch programs in English or in your own language?

English _____ Your own _____ Both _____

13. Before your children were in the bilingual-bicultural program, how would you describe their academic progress?

Name of child	Excellent	Good	Average	Behind
____________	________	___	______	_____
____________	________	___	______	_____
____________	________	___	______	_____
____________	________	___	______	_____

14. After having participated in the bilingual or bicultural program, how would you grade them now?

Name of child	Excellent	Good	Average	Behind
____________	________	___	______	_____
____________	________	___	______	_____
____________	________	___	______	_____
____________	________	___	______	_____

15. Up to what grade would you like your sons and daughters to study?

Sons: Elementary____ High School___ University___
Vocational School___

Daughters: Elementary____ High School___ University___
Vocational School___

16. How many times has the school invited you to participate in educational and social meetings?

Frequently ______ Sometimes ______ Almost Never ______

Never ______

How many times have you been able to attend or participate?

Frequently ______ Sometimes ______ Almost Never ______

Never ______

17. If your answer is almost never or never, please give the reasons for this:

Sickness ________

Work at this time ________

I had no one to care for the children ________

I don't understand what is said ________

Other ____________________________

18. What pleases you most about the bilingual and bicultural program?

____

____

____

____

19. What pleases you the least about the bilingual and bicultural program?

20. Do you think your children do better in school work because you participate in school affairs?

Yes ______ No ______ A little ______

21. Can you give any recommendations for improving the program for parents to participate in school affairs more often?

Results of Parent Questionnaire

The parent questionnaire was given to all parents of the foreign born students in each of the three middle schools, Ponus Ridge, Benjamin Franklin and Nathan Hale. Its main focus was to improve the participation of parents of foreign born students in school affairs as well as the bilingual and bicultural programs inaugurated in each school. The analysis of the results follows:

Question 1.

Name of Family, Address, Telephone

Question 2.

Children who attend bilingual-bicultural programs

Question 3.

Place of birth: Father, Mother

Analysis:

A breakdown of families by language in each school

Language	Ponus Ridge	Benjamin Franklin	Nathan Hale
Greek	0	26	24
Spanish	53	94	20
Italian	15	20	16

A small majority of families were born in Puerto Rico, although there was a great number born in South America (Ecuador and Columbia, in particular) and Central America (Costa Rica, especially). Most of the parents of any one family were born in the same country, those mentioned above for the Spanish speaking families as well as those from Greece and Italy.

Question 4.

How long have you lived in Norwalk?

Analysis: The answers ranged anywhere from five months to twenty years. This information proved to be informative in latter questions in so far as educational goals for the children were concerned. For example, it seemed to be true in many cases that the longer the time in Norwalk, the higher the goals for the children.

At the same time, it was very surprising that many families who have lived in Norwalk for ten or more years still speak primarily in their native language at home, this may be true mainly because the mothers do not speak English.

Question 5.

Do you usually travel outside of Norwalk? Where? How long do you stay?

Analysis: Many families do not travel outside of Norwalk. Very few families return to their place of birth and if they do it is usually only once or twice a year for two or three weeks. This is mostly with the Spanish families since their destinations are closer and less expensive than the European countries. Many of the families travel to New York City and Bridgeport, Connecticut which is not surprising because of the high Greek, Spanish and Italian population in these two cities.

Question 6.

Indicate your fluency in the language. Father and Mother.

Analysis: This question was very interesting and correlated highly with other questions following. The greater majority of fathers speak both languages but a very small percentage of mothers have ability in both idioms. Of all the responses Nathan Hale showed the highest percentage with 80% of the fathers and 45% of the mothers able to speak, read and write English. Some parents from Benjamin Franklin indicated more ability in reading and writing than speaking. I believe this factor has a great deal to do with the language spoken in the place of business of these parents as will be evident in question 10.

Question 7.

What languages are used more at home?

Question 8.

What language do the children speak with you?

Question 9.

What language do the children speak among themselves?

Analysis: The above three questions pertained to the language spoken among the parents alone, between the parents and children, and among the children themselves. The amount of Spanish, Greek, Italian and English spoken in the home in general was relatively the same. However, there was a much greater percentage of English spoken among the children which may indicate the success of the bilingual program and the desire of the children to learn English-speaking friends.

Question 10.

If you are working what language do you speak at work?

Analysis: It is somewhat surprising to see the high percentage of Greek, Spanish and Italian spoken in the father's places of business. This seems to indicate that there is a great concentration of the same ethnic background in many of the larger plants in Norwalk who employ foreign born people. At least 50% of the fathers from each school speak both languages at work. This shows the connection to question #6 previously mentioned.

Of the women that work the difference between the number of Spanish, Greek and Italian speaking mothers and the number that speak both languages just balances between the three schools.

Question 11.

When you watch television, do you watch programs in English or in your own language?

Question 12.

When your children watch television, do they watch programs in English or in your own language?

Analysis: Among the parents, almost an even percentage watch it in English and their native languages. The majority of children watch it in English, but a good number watch in both languages. For example, 49% of the Benjamin Franklin students watch programs in both languages and 34% in Nathan Hale do the same. Only 15% in Ponus Ridge watch both language television programs.

There are some educational shows for children in Spanish but the fact that such a great number watch T.V. in English suggests television as an educational media for these children. Shows such as "Sesame Street" or "Electric Company", to name two, might help these children with their English.

(To briefly sum up my observations of the previous six questions, numbers 8 and 9 in particular, it is fairly evident that English is becoming more prevalent as a second spoken language among the foreign born families. This in itself is a good indication of progress toward possibly a bilingual society within Norwalk and other communities with a high percentage of foreign speaking people).

Question 13.

Before your children were in a bilingual program how would you describe their academic progress?

Question 14.

After having participated in the bilingual or bicultural program how would you grade them now?

Analysis: The actual percentages of the total responses shown in questions 13 and 14 were:

Question 13 - Before Bilingual Instruction

	Ponus Ridge	Benjamin Franklin	Nathan Hale
Excellent	30%	10%	15%
Good	35%	44%	50%
Average	30%	45%	30%
Behind	5%	1%	5%

Question 14 - After Bilingual Instruction

	Ponus Ridge	Benjamin Franklin	Nathan Hale
Excellent	35%	15%	20%
Good	30%	55%	60%
Average	35%	30%	15%
Behind	0%	0%	5%

By the above results one can easily conclude that the bilingual program as presently constituted in the Norwalk School System is having a very positive effect on increasing the knowledge of the English language among the foreign born students as rated by the parents themselves.

Many of the parents commented on their appreciation of the new emphasis being brought to bare in not only increasing the educational knowledge of their children but in making them part of the process, such as by means of this questionnaire.

Question 15.

Up to what grade would you like your sons or daughters to study?

Analysis: The percentage responses to question 15 were

	Ponus Ridge	Benjamin Franklin	Nathan Hale
High School			
(Boys)	0%	0%	10%
(Girls)	0%	5%	10%
Vocational			
(Boys)	20%	30%	30%
(Girls)	60%	65%	40%

	Ponus Ridge	Benjamin Franklin	Nathan Hale
University			
(Boys)	80%	70%	60%
(Girls)	40%	30%	50%

One can readily see that there is a very high percentage of parents in all schools who have college aspirations for their children particularly boys.

There are three points that should be mentioned in regard to this information. The high percentage of girls with vocational goals shows the tendency toward the somewhat traditional role of the woman in the home and the role of the man in business.

A second point is that many parents with university goals are parents of 6th and 7th grade children. Within a few years much can happen to change their expectations and outlook. The same goes for girls expected to reach only the vocational level.

The third point to note is in the area finances. In most cases where both parents worked the education goals were slightly higher.

Question 16.

How many times has the school invited you to participate in educational and social meetings?

Question 17.

If your answer is almost never or never please give the reason?

Analysis: Each school varied but overall it appeared that meetings were called frequently. Most parents who could not attend gave as the prime reason the conflict with work schedules. The next reason given for lack of attendance was the inability to obtain a babysitter. Other reasons given were due to religious obligations. This shows the religious devoutness of many of the foreign born families at a time when religion is being questioned by so many people.

The most convenient time for meetings was in the evening at 7:00 or 7:30 p.m., Monday through Friday.

Question 18.

What pleases you the most about the bilingual and bicultural program?

Question 19.

What pleases you the least about the bilingual and bicultural program?

Analysis: The answers to both of these questions were significant and beneficial. It is interesting to note that approximately one-third of the responses did not answer these two questions. One cannot be sure if it was lack of sufficient knowledge of the bilingual bicultural program that prevented them from responding. The questionnaires not answered showed the parents living in Norwalk anywhere from one year to ten years, so there was no definite indication that the newcomers to the program were those who did not respond.

Nevertheless, those parents who did answer these questions gave a good idea of the general attitudes toward the bilingual bicultural program in Norwalk.

Of all the parents who responded 95% expressed a very favorable opinion of the fact that both idioms, English and either Spanish, Greek or Italian are used interchangeably. The children not only maintain the use of their native tongue but also improve it in regard to good pronunciation, good grammar, and an overall strong command of the language through studying a second language. Many parents also said that by interchanging both languages, their children learn to appreciate the culture of America, as well as understand their own culture better.

The parents felt that through the bilingual program, children are becoming more firmly integrated into the community. They are also developing more meaningful communication with each other, their anglo friends and even with their parents. Some parents from the three schools suggested that their own relationships with their children were becoming more meaningful because of the gradual broadening of the childrens' knowledge of two cultures.

With regard to the child as an individual, some parents from the schools involved saw an increase of motivation among the children. They felt this to be very important for the happiness of the child and his feeling of self-achievement and personal success. This is certainly a most significant point in favor of the bilingual program as one of its aims is the development or increase of self-esteem within the child.

One of the major criticisms of the bilingual program itself as mentioned by the parents was that they felt the teachers involved should communicate with the parents more often. (This was communicated to each teacher involved and more telephone calls and written communications have been made).

Some parents also felt that students were not put into the program according to ability but according to age. This was not the case. Tests were given to the children to determine whether they were beginners intermediate, or advanced students and the results were communicated to the parents. This was reassuring to the parents.

Question 20.

Do you think your children do better in school work because you participate in school affairs?

Analysis: The results to this question showed the following:

	Ponus Ridge	Benjamin Franklin	Nathan Hale
Yes	38 or 54%	69 or 49%	23 or 37%
No	2 or 3%	11 or 7%	4 or 9%
A little	25 or 38%	52 or 38%	31 or 50%
No response	3 or 5%	8 or 6%	2 or 4%

It is quite obvious that the vast majority of all parents indicated some improvement in the work of their children because they have become increasingly involved in school affairs.

It is evident that no longer is the child the chief communicator of information to the parent. Now that the parent can come to meetings and hear the proceedings in his native tongue makes him more knowledgeable about the program and can communicate his concerns to his children.

Question 21.

Can you give any recommendations for improving the program for parents to participate in school affairs more often?

Analysis: This question produced a variety of responses. The major ones receiving the same response from the parents are listed here:

1. Attempt to integrate parents into a bilingual type of program so that they as well as children can participate. (This is being attempted in the Adult Education program of the Norwalk School System).
2. Have more reading and writing in English for the students. (This suggests the desire on the part of parents to have their children learn English more quickly).
3. Have more festivals like the ones held in June where parents and pupils can participate.
4. Continue to have interpreters at meetings.
5. Continue to have notices sent in the foreign language to parents to report pupil progress.

The Parent Meetings

In each of the three middle schools involved in this practicum it was a customary practice to hold four parent meetings each school year.

As the 1973-74 school year began, the problem of the foreign born student needing special instructional assistance in a bilingual program was clearly evident. It was also very apparent to the practitioner that the parents of these foreign born students were not participating as much in school affairs as parents of native born American.

The practitioner contacted the principals of the other two middle schools to ask if they would inform him of the attendance at the first two parent meetings held in the 1973-74 school year. The results were for each school:

TOTAL SCHOOL ENROLLMENTS

School	Total Enrollment	Foreign Born Students	Foreign Born Parents	Non-Foreign Born Students	Non-Foreign Born Parents
Ponus Ridge	838	68	125	770	1392
Ben Franklin	554	140	225	414	742
Nathan Hale	930	60	105	870	1648

RESULTS OF PARENT MEETING NUMBER ONE

School	Meeting Date	Foreign Born Parents	Native Born Parents
Ponus Ridge	September 29, 1973	4	110
Ben Franklin	October 5, 1973	14	95
Nathan Hale	October 9, 1973	8	220

RESULTS OF PARENT MEETING NUMBER TWO

School	Meeting Date	Foreign Born Parents	Native Born Parents
Ben Franklin	November 6, 1973	10	120
Ponus Ridge	November 16, 1973	8	250
Nathan Hale	November 20, 1973	12	300

The numbers of attendance were obtained by means of teachers reporting the numbers of parents who appeared in their respective rooms, at which time the program and activities were described to the parents.

At mid-point during the 1973-74 school year, the practitioner decided to embark upon a project to increase the participation in school affairs on the part of parents of foreign born students.

During the month of February, 1974, the practitioner contacted the principals of Benjamin Franklin and Nathan Hale Middle Schools to ask if they were interested in an effort to increase the participation of parents of foreign born students in school affairs. They responded positively.

The practitioner then proceeded to form an Advisory Council to include parents of foreign born students, set up an in-service program for teachers, and began a bilingual program in each of the three middle schools.

The last two meetings in each of the three middle schools showed the following:

RESULTS OF PARENT MEETING NUMBER THREE

School	Meeting Date	Foreign Born Parents	Native Born Parents
Ben Franklin	April 8, 1974	52	175
Nathan Hale	April 11, 1974	48	320
Ponus Ridge	April 26, 1974	71	340

The program in each of these meetings involved students of foreign born parents, a teacher acting as an interpreter in each of the target languages; Spanish at Ponus Ridge, Spanish and Italian at Benjamin Franklin and Spanish and Greek at Nathan Hale. The mere fact that interpreters in each of the target languages were present at the meetings to inform the parents in their native tongue what was going on is indicative of the tremendous increase in attendance at the third meeting.

At this particular meeting election of officers was usually held. It is noteworthy to mention that in each middle school, representation of foreign born parents were elected to some office in each organization. This had never previously occurred.

In each of the three middle schools, it was decided at one of the advisory council meetings to have a festival type of program for the last parent meeting. This festival would involve food, dance, plays, and entertainment depicting the culture of various ethnic groups involved in each school. Parents themselves were asked to contribute their talents and services. The results were most encouraging.

RESULTS OF MEETING NUMBER FOUR

School	Meeting Date	Foreign Born Parents	Native Born Parents
Ben Franklin	May 14, 1974	150	280
Nathan Hale	May 31, 1974	85	405
Ponus Ridge	June 5, 1974	92	350

Never before has the blending of the various cultures taken place in such an harmonious atmosphere. The food prepared by the parents and students met with great success. The native born American parents could not get over the enthusiasm displayed by the foreign born parents in each of the schools and they all asked why this could not be done more often. Pictures were taken (See APPENDIX pgs. 623 to 633), demonstrating the congeniality.

In each of the middle schools there was an increase of from 75% to 90% in attendance and participation of parents of the foreign born which clearly demonstrated the success of this practicum effort.

Comparison of Pupil's Achievement

The method used by the practitioner to ascertain any gain in achievement by the students of foreign born parents who were primarily in the bilingual-bicultural programs was to obtain the grades received at the end of the 1973-74 school year and compare them with the grades received by the end of the 1974-75 mid-school year.

The grading system used in the Norwalk Public Schools is as follows:

ACHIEVEMENT MARK

A - Superior
B - Above Average
C - Average
D - Below Average
F - Failing
G - Satisfactory (used for pupils below grade level but trying their best)

The following are the results of pupil's achievement in each of the three middle schools listing each subject category and the number of students receiving the grades indicated. An analysis follows the results of each schools comparison grades.

Ponus Ridge

1973-74

	A	B	C	D	F	G	Total
Language Arts	8	24	15	14	0	7	68
Social Studies	12	16	15	16	1	8	68
Mathematics	4	19	17	12	3	13	68
Science	8	16	16	12	2	14	68
Foreign Language	9	15	12	9	1	0	46
Physical Education	16	16	23	13	0	0	68
Industrial Arts	3	23	4	0	0	0	30
Home Arts	6	17	13	2	0	0	38
Art	7	28	29	4	0	0	68
Music	22	23	22	1	0	0	68

1974-75

	A	B	C	D	F	G	Total
Language Arts	11	30	15	10	0	2	68
Social Studies	10	19	19	16	0	4	68
Mathematics	7	21	16	14	2	8	68
Science	9	18	13	16	1	11	68
Foreign Language	12	19	11	4	0	0	46
Physical Education	23	22	15	8	0	0	68
Industrial Arts	6	22	2	0	0	0	30
Home Arts	7	18	11	2	0	0	38
Art	11	34	21	2	0	0	68
Music	26	27	15	0	0	0	68

Analysis: In reviewing the results of the Ponus Ridge students one can immediately note that with only one exception, Social Studies, every subject area had an increase in the "A" grade category. The same is true in the "B" grade with the exception of the subject Industrial Arts. Another significant point is the reduction of the "G" grade, which signifies students below grade level by more than one and a half years. The results in the basic skill subject areas significantly show an overall increase in student achievement which can be assumed was due, to a great extent upon the increase of parental participation in school affairs.

Benjamin Franklin

1973-74

	A	B	C	D	F	G	Total
Language Arts	10	25	53	22	15	15	140
Social Studies	12	24	40	32	14	18	140
Mathematics	17	22	44	27	25	15	140
Science	18	31	48	15	14	14	140
Foreign Language	3	2	9	5	0	0	19
Physical Education	32	44	39	17	8	0	140
Industrial Arts	19	31	17	6	1	0	74
Home Arts	14	20	20	12	0	0	66
Art	39	41	32	20	8	0	140
Music	29	53	38	17	3	0	140

1974-75

	A	B	C	D	F	G	Total
Language Arts	17	37	51	16	8	11	140
Social Studies	20	33	42	27	6	12	140
Mathematics	18	28	48	25	12	9	140
Science	21	42	42	17	11	6	140
Foreign Language	5	5	3	5	1	0	19
Physical Education	35	56	36	11	2	0	140
Industrial Arts	23	38	7	4	2	0	74
Home Arts	14	28	16	8	0	0	66
Art	41	49	31	17	2	0	140
Music	32	47	43	17	1	0	140

Analysis: A study of the Benjamin Franklin results indicate four areas of the nine subjects where a slight downturn occurred. They were:

Mathematics - Increase in C's from 44 to 48.
Science - Increase in D's from 15 to 17.
Industrial Arts - Increase in F's from 1 to 2.
Music - Decrease in B's from 53 to 47.

However, the increase or decrease, as the case may be, were very slight in number. It is quite obvious that the overall picture in each subject area indicates quite an improvement over the previous years academic achievement by the Benjamin Franklin students. With the great increase in parental involvement the conclusion can be drawn that this new impetus caused a positive affect on the grades of the students of foreign born parents.

Nathan Hale

1973-74

	A	B	C	D	F	G	Total
Language Arts	3	12	16	19	5	5	60
Social Studies	3	8	23	16	3	7	60
Mathematics	4	15	20	12	4	5	60
Science	2	12	22	14	2	8	60
Foreign Language	5	6	9	1	1	0	22
Physical Education	7	14	30	9	0	0	60
Industrial Arts	3	17	10	4	3	0	37
Home Arts	2	14	5	2	0	0	23
Art	3	23	25	9	0	0	60
Music	4	26	19	11	0	0	60

1974-75

	A	B	C	D	F	G	Total
Language Arts	8	19	12	16	3	2	60
Social Studies	2	14	18	16	4	6	60
Mathematics	7	16	18	16	0	3	60
Science	6	18	22	11	1	2	60
Foreign Language	7	8	3	3	1	0	22
Physical Education	8	20	25	7	0	0	60
Industrial Arts	4	21	8	3	1	0	37
Home Arts	3	17	2	1	0	0	23
Art	3	28	22	7	0	0	60
Music	7	31	13	9	0	0	60

Analysis: When one looks at the "A" column it is obvious that there has been a substantial gain in most areas. Only in social studies was there a decrease of one. In each of the other grades, with the exception of social studies in the "F" grade, with an increase of one, and in the area of mathematics in the "D" grade with an increase of 4, there has been a great improvement in achievement effort at the Nathan Hale School. This would warrant the assumption that parental involvement did have a positive affect on the increase of pupil achievement.

PRACTITIONER'S MODEL USED BY OTHER SCHOOLS

As the practicum proceeded on its course in the three middle schools of the Norwalk Public School System, the work of the practitioner was reaching all levels of the system.

A number of schools were very interested in techniques being developed by the practitioner in "Increasing School Participation of Parents of Foreign Born Students".

The practitioner responded to this interest by giving a copy of the now developed model to the principal's of these schools, with the request that they follow its procedures, as close as possible within their particular staff availabilities.

The schools involved were:

Norwalk High School
Brien McMahon High School
Naramake Elementary School
Kendall Elementary School

The results as reported by the principals was most gratifying and certainly indicated that the techniques enumerated in the practitioner's model were very practical, easily implemented and produced immediate results. See APPENDICES pgs. 112 to 115.

PRACTITIONER'S MODEL USED FOR A PROPOSED FEDERAL TITLE VII GRANT

The model developed by the practitioner and approved by the Board of Education of Norwalk, Connecticut, will be used as the basis for a $ 250,000 Federal Title VII Grant concerning the greater involvement of parents of foreign born students increasing their participation in school affairs. See APPENDIX pg. 116.

With this decision the wide acceptance of the Norwalk, Connecticut Public Schools in implementing the model presented by this practicum was very apparent and gratifying that the goals sought have been achieved with success.

CONCLUSION

When one begins to look at the results of parental meetings held in each of the three middle schools before the efforts exerted by this practitioner, and then views the meetings held in recent months with the percentage of attendance vastly increased, it would seem that the work accomplished by all involved was indeed worthwhile.

The practicum revealed that one of the chief drawbacks in attracting the parents to these meetings was the school-home communication gap.

The effect of the notices written and bilingual telephone calls in each of the target languages of Greek, Spanish and Italian were received with enormous enthusiasm as well as the telephone procedures made to have parents speak to staff members at any time in their native tongue. Once the parents realized that the schools were vitally interested in their welfare, from the point of view of personal involvement, they responded.

The efforts made to introduce the bilingual and bicultural programs in the middle schools were warmly greeted by the parents as a step in the right direction to assist their youngsters as well as all students.

The interpreters at meetings, to explain the program of studies, indicated to the parents the seriousness by which the schools were determined to have the parents become involved in their affairs. They were all most pleased with this new procedure. In addition, student handbooks, written in the target languages, were received with great joy by the students who were now getting the message that the school "does care".

Finally the results in grade achievement shown by the students graphically illustrates the fulfillment of the objective. When any effort made by educators and lay people results in any positive achievement in educational accomplishments on the part of students, it is one of the great joys that can be shared in a community.

In the future, there will be refinements to the program and policies enunciated here, which will further increase parental involvement, program improvements, staff growth and student academic improvement.

To those involved, they have demonstrated what can be done to correct a problem of vital concern to particular schools of a community by their exertions, and have shown the path which others may follow in a similar situation, by their example.

APPENDICES

The practitioner wishes to inform those who read this practicum that the APPENDICES, which make up the brochures of each middle school involved in this study, were identical in most instances. It was the intent of the Advisory Council, that wherever possible the notices translated in the respective target languages be the same in the three schools in view of the fact that similar practices in curriculum and other operations are identical in each school.

NATHAN HALE MIDDLE SCHOOL
Strawberry Hill Avenue
Norwalk, Connecticut 06851
847-0481 Ext. 344

Mr. Francis X. Murphy, *Principal*

Mrs. Joan M. Kyne, *Assistant Principal*

April 9, 1974

Mr. Lawrence F. Cafero, Principal
Ponus Ridge Middle School
Hunters Lane
Norwalk, Connecticut 06850

Dear Mr. Cafero,

I will be happy to become a member of your Advisory Council in regard to your Nova University project: "A Model Program Increasing School Participation of Parents of Foreign Born Students".

Sincerely yours,

Francis X. Murphy
Principal

FXM:lk

EAGLE-A
TROJAN BOND
25% COTTON FIBER U.S.A.

BENJAMIN FRANKLIN
MIDDLE SCHOOL

165 FLAX HILL ROAD
SOUTH NORWALK, CONNECTICUT 06854
847-0481

FRED J. FOLDEAK, PRINCIPAL
ROBERT E. DONITZ, ASSISTANT PRINCIPAL

THOMAS GRACE – Counselor
EDWARD NAWROCKI – Counselor

April 10, 1974

To: Mr. Lawrence Cafero
Fr: Fred Foldeak
Re: Advisory Council

I received your letter inviting me to be a member of your advisory council working on foreign born students.

I would be very happy to serve on this council and am enclosing some materials and statistics concerning the foreign students in my building. I will look forward to meeting with you on the advisory council.

BOARD OF EDUCATION
Administration and Service Center
105 Main Street
Norwalk, Connecticut 06852
847-0481

VINCENT C. CIBBARELLI
Assistant Superintendent for Instruction

January 23, 1974

Mr. Lawrence F. Cafero
Principal
Ponus Ridge Middle School
Hunters Lane
Norwalk, Connecticut 06850

Dear Mr. Cafero:

I would be most willing to serve as one of three observers for your field project as a requirement for your doctorate program at Nova University.

I consider your project, namely - A Model Program Increasing School Participation of Parents of Foreign Born Students - to be timely and extremely important. I'm sure the result of your work-study will serve as a model for other schools in Norwalk.

I look forward to working with you.

Sincerely,

Vincent C Cibbarelli

Vincent C. Cibbarelli

VCC:mbb

BOARD OF EDUCATION
Administration and Service Center
105 Main Street
Norwalk, Connecticut 06852
847-0481

Foreign Language
Bilingual Programs
ESL
William Jassey

August 28, 1974

Mr. Lawrence F. Cafero
Ponus Ridge Middle School
Hunters Lane
Norwalk, Connecticut

Dear Mr. Cafero,

This is to confirm that I would be pleased to become a member of your evaluative team in support of your doctorate research program at Nova University.

With best wishes.

Sincerely yours,

Dr. William Jassey

WJ:mm

110e

STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION
Box 2219 — Hartford, Connecticut 06115

STATE BOARD OF EDUCATION CONNECTICUT

5663826

July 25, 1974

Mr. Lawrence F. Cafero
32 Douglas Drive
Norwalk, Connecticut
06850

Dear Mr. Cafero:

I received your letter dated July 15, 1974. It is my pleasure to join Dr. Jassey and Dr. Cibbarelli as observers of your project "A Model Program Increasing School Participation of Parents of Foreign Born Students".

Your topic is an excellent one. There is a constant need to find ways to increase the participation and involvement of our parents and specifically the foreign born parents.

If I can be of any help at this point, please do not hesitate to call 566-3826.

Sincerely yours,

Reinaldo Matos

Reinaldo Matos
Bureau of Evaluation
And Educational Services
Title I Consultant, Bilingual

RM;jf

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

RICHARD C. BRIGGS
SUPERINTENDENT OF SCHOOLS

March 19, 1975

Mr. Lawrence F. Cafero, Principal
West Rocks Middle School
Norwalk Public Schools
Norwalk, Connecticut

Dear Mr. Cafero:

The material which you submitted to me on March 11, 1975 entitled, "A Model for Increasing School Participation," was presented to the Board of Education for review.

I shall recommend to the Board, after it has an opportunity to review the material, to indicate its formal approval. I should like to point out, however, that it is expected of this administration to utilize important contributions which will improve this school system. Certainly, the model you have presented, which provides for school participation on the part of foreign born students, will be beneficial to this school system. Consequently, please accept this letter as an indication of approval of the model and it will be utilized as a guide for this school system in the particular area to which it pertains.

I should like to commend you for the contribution you have made in this vital area and I know the schools and the students they represent will be the beneficiary of this work.

Thank you for your contribution.

Sincerely yours,

Richard C Briggs
Richard C. Briggs

RCB/aq

BRIEN McMAHON HIGH SCHOOL

Highland Avenue
Norwalk, Connecticut 06854

Principal
Joseph C. DeVita

Ninth Grade Annex
125 East Avenue
Norwalk, Connecticut 06851

Thomas J. Rietano - 9
Michael L. Muro - 10
Leroy S. Vaughn - 11
James J. Forcellina - 12

847-0481

March 10, 1975

Mr. Lawrence Cafero, Principal
West Rocks Middle School
Norwalk, Connecticut

Dear Mr. Cafero:

Your model for involving non-English speaking parents and selected staff members in school and community activities has been a very successful element in improving school-community public relations at our school.

Specifically:

1. The parent advisory committee has achieved better co-ordination of educational programs for the bi-lingual/bi-cultural students.
2. Establishing a parent-school council has been a positive step forward for our school relations.

I'm sure attendance and achievement have improved among the English-as-a-second-language students.

Congratulations on a job well done.

Sincerely yours,

Joseph C DeVita

Joseph C. DeVita
Principal

JCD:mcm

NORWALK HIGH SCHOOL

COUNTY STREET
NORWALK, CONNECTICUT 06851
847-0481
Ext. 474

William A. Moore
Principal

Housemasters
Edward J. Cerulli
Walter F. Dudding
Richard L. Follman
William M. Gilmore

February 11, 1975

TO: Mr. Lawrence F. Cafero, Principal
West Rocks Middle School

FROM: William A. Moore

STRATHMORE
ERASEWELL BOND

This is to inform you that we have found the ideas you expressed in your model for "Increasing School Participation of Parents of Foreign Born Students" most helpful to us. We have been writing our notices to parents of our Spanish and Greek Students in the native tongue. This has been received enthusiastically by the parents.

During some of our meetings with foreign born parents we are fortunate in having a foreign language staff member who can interpret remarks and this has been most helpful to all concerned. We shall be continuing to use these techniques as time goes on as they are very effective.

Thank you.

W. Moore

WAM:cc

NARAMAKE SCHOOL
16 KING STREET
NORWALK, CONNECTICUT 06851
847-0481

Geno Eriquezzo, *Principal*

Memo To: Lawrence F. Cafero
From: Geno J. Eriquezzo

February 11, 1975

I would like to let you know that I have implemented a number of your ideas concerning the model for "Increasing School Participation of the Parents of Foreign Born Students".

The writing of school notices in the target language of our foreign born students, in our case Greek students has been very effective and appreciative by the parents.

Dr. Jassey will be assisting us in obtaining a paraprofessional aide knowledgeable in the Greek language. When this occurs we shall have her making telephone calls to parents which I am sure will be worthwhile public relations.

Thank you.

Geno

KENDALL SCHOOL
FILLOW STREET
NORWALK, CONNECTICUT 06850
847-0481

JOHN J. YACKULICS, PRINCIPAL

January 28, 1975

Lawrence F. Cafero, Principal
Ponus Ridge Middle School
Hunters Lane
Norwalk, Connecticut

Dear Larry:

Just a note to let you know that your model for "Increasing School Participation of Parents of Foreign Born Students" is a very helpful guide. It was particularly good in the area of written notices in the target language of Spanish.

We have used report cards and conference reports translated into Spanish and found them to be of great assistance.

The use of an aide to communicate telephone messages to parents has proven very effective.

With the in-migration of foreign born and bilingual citizens bringing about a rapidly changing community profile, I see your guidelines becoming increasingly more valuable.

Congratulations on your work.

Yours truly,

John Yackulics

John J. Yackulics
Principal

JJY:ms

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
P.O. BOX 508, BELDEN STATION
NORWALK, CONNECTICUT 06852
847-0481

VINCENT C. CIBBARELLI
Assistant Superintendent for Instruction

MEMORANDUM

TO: Lawrence F. Cafero

FROM: Vincent C. Cibbarelli

RE: Model Used for Federal Grant

This is to inform you that your model entitled "A Model for Increasing School Participation On The Part of Parents of Foreign Born Students" has been used as a basis for a proposal being submitted to acquire a $350,000 Federal Grant.

This proposal will deal with Bilingual-Bicultural Students and their parents. The success demonstrated in a number of our schools using your model will I am sure, be influential in our obtaining funds to enlarge upon our present program with the foreign born student and his family.

Vincent C Cibbarelli

VCC/mbb

BOARD OF EDUCATION
NORWALK, CONNECTICUT

Practicum on Involving Parents of Foreign Born Students

Student's Questionnaire

Please answer the following questions by placing a check mark in one of the answer spaces.

1. Do you like school? Yes___ No___ A little___
2. Do you like school better when you are being helped in English? Yes___ No___ A little___
3. Do you feel you are doing better school work since you started to be in the special English classes? Yes___ No___ A little___
4. Do you take part in the extra activities of your school like clubs, sports, etc? Yes___ No___ A little___
5. Do your parents attend meetings at the school? Yes___ No___ A little___
6. Do you think you do better work at school when your parents attend school activities? Yes___ No___ A little___
7. Do you like to have your parents come to school and be part of school activities sometimes? Yes___ No___ A little___
8. Do you think it is a good idea to have students and teachers plan activities that parents can take part in when they come to school? Yes___ No___ Maybe___
9. Do you think your parents would come to more activities if someone in the school spoke their language? Yes___ No___ Maybe
10. Do you think it helps you and your parents when school notes are sent home in your native language? Yes___ No___ A little___

ΕΠΙΤΡΟΠΗ ΕΚΠΑΙΔΕΥΣΕΩΣ
NORWALK, CONNECTICUT.

Ερωτήσεις γιά ἀλλοδαπούς μαθητάς διά συνεργασίαν τῶν γονέων των.

Παρακαλεῖσθε ὅπως συμπληρώσετε τίς ἐρωτήσεις σημειώνοντας τήν σωστήν ἀπάντησιν.

1. Σοῦ ἀρέσει τό σχολεῖο; ναί —— ὄχι —— ὀλίγο ——
2. Σοῦ ἀρέσει περισσότερο τό σχολεῖο ὅταν σᾶς βοηθοῦν στήν Ἀγγλική γλῶσσα; ναί —— ὄχι —— ὀλίγο ——
3. Αἰσθάνεσαι ὅτι προχωρεῖς καλύτερα στά μαθήματά σου ἀπό τότε πού σέ πρόσφεραν τά ἰδιαίτερα μαθήματα τῶν Ἀγγλικῶν; ναί —— ὄχι —— ὀλίγο ——
4. Λαμβάνεις χώραν εἰς τίς σχολικές ἐξασκήσεις, σπόρτς, συλλόγους κ.τ.λ. ναί —— ὄχι —— ὀλίγο ——
5. Παρευρίσκονται οἱ γονεῖς σου εἰς τίς σχολικές συγκεντρώσεις; ναί —— ὄχι —— ὀλίγο ——
6. Νομίζεις ὅτι ἐάν οἱ γονεῖς σου παρευρεθοῦν στίς συγκεντρώσεις θά προοδεύσουν οἱ δικές σου σχέσεις μέ τό σχολεῖο; ναί —— ὄχι —— ὀλίγο ——
7. Θέλεις νά παρευρίσκονται οἱ γονεῖς σου εἰς τό σχολεῖο καί νά λάβουν χώραν εἰς τίς σχολικές ἐξασκήσεις. ναί —— ὄχι —— ὀλίγο ——
8. Νομίζεις ὅτι εἶναι καλή ἰδέα νά σχεδιάζουν προγράμματα οἱ διδάσκαλοι καί οἱ μαθηταί καί νά καλέσουν τούς γονεῖς εἰς αὐτά τά προγράμματα; ναί —— ὄχι —— ἴσως ——
9. Νομίζεις ὅτι οἱ γονεῖς σου θά προσέλθουν σέ περισσότερες σχολικές ἐξασκήσεις ἐάν κάποιος εἰς τό σχολεῖο ὡμιλοῦσε τήν γλῶσσαν τους; ναί —— ὄχι —— ἴσως ——
10. Νομίζεις ὅτι βοηθεῖστε ἐσύ καί οἱ γονεῖς σου ὅταν τό σχολεῖο στέλνῃ σημειώσεις στούς γονεῖς σου εἰς τήν γλῶσσα τους. ναί —— ὄχι —— ἴσως ——

BOARD OF EDUCATION
NORWALK, CONNECTICUT

Questionnaire for Teachers
Re: Parents of Foreign Born Students

1. Did you find the in-service workshop helpful? Yes___No___Not Really___

2. Did you find the foreign language study of your workshop helpful in communicating with foreign born parents and their children? Yes___No___Not Really___

3. Do you feel that the training you received in the workshop has helped students improve in their work? Yes___No___Not Really___

4. Did the training you received assist you in selecting the proper materials needed by the students you serve? Yes___No___Not Really___

5. Have you been called upon to assist the guidance office or general office in dealing with parents of foreign born students? Yes___No___Not Really___

6. Have you been involved in special programs of your school dealing with parents of foreign born students (orientation, explanation of subject matter, etc.)? Yes___No___Not Really___

7. Have you been able to help other teachers in your school who have foreign born children in their classes? Yes___No___Not Really___

8. Have you had the opportunity to meet with other teachers who were members of the workshop and in your present school to plan follow-up activities for increasing parental participation in school affairs? Yes___No___Not Really___

9. Give the number of times you have communicated with parents of foreign born students by telephone since the completion of the workshop. _____ times

10. Give the number of times you spoke to parents of foreign born students in person in school since the completion of the workshop. _____ times

PARENTS QUESTIONNAIRE FORM

BOARD OF EDUCATION
NORWALK, CONNECTICUT

Practicum on Involving Parents of Foreign Born Students

This questionnaire has been prepared with the goal of improving the participation of parents of foreign born students in school affairs as well as the bilingual and bicultural program in our schools.

Remember that for a good educational program we need the cooperation of parents, teachers, administrators and the community in general. The education of children is primarily the responsibility of parents, and, then, of the school. Working together we can have a good educational program to continue developing good citizens in the community.

Please answer all the questions in the questionnaire.

1. Name of family ______________________
   Address ______________________
   Telephone ______________________

2. Children (sons and daughters) who attend a bilingual-bicultural program.

Name	Age	Grade	School

3. Place of birth

Father ______________________

Mother ______________________

4. How long have you lived in Norwalk?

____

5. Do you usually travel outside of Norwalk?

Yes ________ No ________

Where ____________ How many times per year ______

How long do you stay? ______________________

6. Indicate your fluency in the languages.

Father.	Speaks English? _____	Reads English? _____	Writes English? _____
	Speaks Spanish? _____	Reads Spanish? _____	Writes Spanish? _____
	Speaks Italian? _____	Reads Italian? _____	Writes Italian? _____
	Speaks Greek? _____	Reads Greek? _____	Writes Greek? _____

Mother. Speaks English?____Reads English____Writes English?____

Speaks Spanish?____Reads Spanish?____Writes Spanish?____

Speaks Italian?____Reads Italian?____Writes Italian?____

Speaks Greek? ____Reads Greek? ____Writes Greek?______

7. What language is used more at home?

English _____ Your own _____ Both _____

8. What language do the children speak with you?

English _____ Your own _____ Both _____

9. What language do the children speak among themselves?

English _____ Your own _____ Both _____

10. If you are working what language do you speak at work?

Father: English _____ Your own _____ Both _____

Mother: English _____ Your own _____ Both _____

11. When you watch television, do you watch programs in English or in your own language?

English _____ Your own _____ Both _____

12. When your children watch television do they watch programs in English or in your own language?

English _____ Your own _____ Both _____

13. Before your children were in the bilingual-bicultural program, how would you describe their academic progress?

Name of Child	Excellent	Good	Average	Behind

14. After having participated in the bilingual or bicultural program how would you grade them now?

Name of Child	Excellent	Good	Average	Behind

15. Up to what grade would you like your sons and daughters to study?

Sons: Elementary _____ High School _____ University _____

Vocational School _____

Daughters:

Elementary _____ High School _____ University _____

Vocational School _____

16. How many times has the school invited you to participate in educational and social meetings?

Frequently _____ Sometimes _____ Almost Never _____ Never _____

How many times have you been able to attend or participate?

Frequently _____ Sometimes _____ Almost Never _____ Never _____

17. If your answer is almost never or never, please give the reasons for this

Sickness _____________

Work at this time __________

I had no one to care for the children __________

I don't understand what is said ________________

Other ____

18. What pleases you most about the bilingual and bicultural program?

____

____

____

____

19. What pleases you the least about the bilingual and bicultural program?

____

____

____

____

20. Do you think your children do better in school work because you participate in school affairs?

Yes _____ No _____ A little _____

21. Can you give any recommendations for improving the program for parents to participate in school affairs more often?

____

____

____

____

____

BOARD OF EDUCATION
NORWALK, CONNECTICUT

CUESTIONARIO: PARA LOS PADRES Y LA COMUNIDAD DE PONUS RIDGE, BENJAMIN FRANKLIN, Y NATHAN HALE

Se ha preparado este questionario con el fin de mejorar nuestío programa para los padres de nuestros estudiante de la escuela y la programa bilingüe y bicultural en la ciudad de Norwalk. Recuerde que para un buen programa educacional necesitamos la cooperación de padres, maestros, administradores y de la comunidad en general. La educacion de los niños es responsabilidad primordial de los padres y luego de la escuela. Trabajando unidos podemos tener un buen programa educacional para contenuar desarrollando buenos ciudadanos en la comunidad.

Favor de contestar todas los preguntas en este cuestionario.

1. Nombre de la familia ______________________
   Dirección __________________________________
   Teléfono ___________________________________

2. Hijos que asisten al programa bilingüe o bicultural

Nombre	Edad	Grado	Escuela
____________________		______	________
____________________		______	________
____________________		______	________
____________________		______	________

3. Lugar de nacimiento:

   Del Padre _________________________

   De la madre _______________________

4. ¿Cuánto tiempo hace que viven en Norwalk?

   ____

5. ¿Acostumbran viajar fuera de Norwalk?

   _____Si______ No________

   ¿Adónde?_______ ¿Cuanto veces al año_______ ¿Cuanto tiempo se quedan? _______

6. Indique su habiladad en ambos idiomas.

El Padre ¿habla inglés?_____ ¿lee inglés?_____ ¿escribe inglés?_____
¿habla español?_____ ¿lee español?_____ ¿escribe español?_____

La Madre ¿habla inglés?_____ ¿lee inglés?_____ ¿escribe inglés?_____
¿habla español?_____ ¿lee español?_____ ¿escribe español?_____

7. ¿Qué idioma se usa más en la casa?

inglés _____ español _____ ambos_____

8. ¿Que idioma hablan los niños con usted?

inglés _____ español _____ ambos _____

9. ¿Que idioma hablan los niños entre ellos?

inglés _____ español _____ ambos _____

10. ¿Si está tiabajando? ¿Qué idioma habla en su trabajo?

El padre inglés _____ español _____ ambos _____

El madre inglés _____ español _____ ambos _____

11. Cuando ve la televisión - ¿ve programas en inglés o en espa_nol?

inglés _____ español _____ ambos _____

12. Cuando sus niños ven televisión - ¿ven programos en inglés o en español?

inglés _____ español _____ ambos _____

13. Antes de sus niños estar en el programa bilingüe o bicultural, ¿Como calificausá usted su progreso escolar?

Nombre del Niño	Excelente	Bueno	Promedio(Regular)	Retrasado	Malo
__________	__________	_____	__________	__________	_____
__________	__________	_____	__________	__________	_____
__________	__________	_____	__________	__________	_____
__________	__________	_____	__________	__________	_____

14. Después de haber participado en el programa bilingüe o bicultural ¿Cómo los calificaría usted ahora?

Nombre del Niño	Excelente	Bueno	Promedio(Regular)	Retrasada	Malo

15. ¿Hasta qué grado le gustaría que sus hijos e hijas estudien?

Hijos - Elemental - Secundaria Escuela Universidad

(High School) _____ Vocacional _____

Hijos - Elemental - Secuendaria Escuela Universidad

Vocacional _____

16. ¿Cuántos veces la ha invitado la escuela a participar en reuniones educacionales y sociales?

Frecuentemente _____ De vez en cuande _____ Casi Nunca _____
Nunce _____

¿Cuántos veces pudo asistir o participar?

Frecuentemente _____ De vez en cuande _____ Casi Nunca _____
Nunca _____

Si su contestación es casi nunca o nunca, dé razones:

Enfermedad _____
Trabajo a esas horas _____
No tenge quien cuide los niños _____
No entiendo de qué se hable _____
Otra _____

17. ¿Cuál es el mejor día y la mejor hora para usted asistir a actividades en la escuela?

Día ____________________ Hora: ____________________

18. ¿Que es lo que mas le gusta del programa bilingüe y bicultural?

____

____

____

____

19. ¿Que es lo que menos le gusta del programa bilingüe o bicultural?

____

____

____

____

20. ¿Cree ud que en la escuela hacen mejor sue hijos porque participa ud en los asuntas de la escuela?

Si _____ No _____ Un poco _____

21. ¿Puede dar alguna recomendación para mejorar el programa bilingüe o bicultural en Norwalk?

____

____

____

____

MODULO DI QUESTIONARIO PER I GENITORI

DIREZIONE SCOLASTICA
NORWALK, CONNECTICUT

Pratiche che coinvolgono i genitori degli studenti nati all'estero

Questo questionario e' stato preparato con lo scopo di migliorare la partecipazione dei genitore degli studenti nati all'estero, negli eventi scolastici come anche nel programma bilingue e biculturale nelle nostre scuole.

Ricordate che per un buon programma educativo abbiamo bisogno della cooperazione dei genitori, insegnanti, amministratori e della comunita' in generale. L'educazione dei bambini e' principalemnte la responsabilita' dei genitori, e poi della scuola. Lavorando insieme possiamo ottenere un buon programma educativo per continuare lo sviluppo di buoni cittadini nella comunita'.

Per favore rispondete alle domande nel questionario.

1. Nome della famiglia ______________________________

   Indirizzo ______________________________

   Telefono ______________________________

2. Bambini (figli e figlie) che frequentano il programma bilingue e biculturale.

Nome	Eta'	Classe	Scuola

3. Luogo di nascita

   Padre ______________________________

   Madre ______________________________

4. Da quanto tempo abitate a Norwalk?

____

5. Di solito viaggiate frori di Norwalk?

Si__________ No__________

Dove__________ Quante volte l'anno__________________

Quanto tempo vi trattenete?________________________

6. Indicate la lingua che parlate fluentemente

Padre Parla Inglese______ Legge Inglese_____ Scrive Inglese________

Parla Spagnolo_____ Legge Spagnolo____ Scrive Spagnolo_______

Parla Italiano_____ Legge Italiano____ Scrive Italiano_______

Parla Greco ______ Legge Greco______ Scrive Greco_________

Madre Parla Inglese______ Legge Inglese_____Scrive Inglese_________

Parla Spagnolo_____ Legge Spagnolo____Scrive Spagnolo________

Parla Italiano_____ Legge Italiano____Scrive Italiano________

Parla Greco_______ Legge Greco_______Scrive Greco_________

7. Quale lingua viene piu' usata in casa?

Inglese____________ Il vostro____________ Tutti e due__________

8. Che lingua parlano i vostri bambini con voi?

Inglese____________ Il vostro____________ Tutti e due__________

9. Che lingua parlano i bambini tra loro?

Inglese____________ Il vostro____________ Tutti e due__________

10. Se voi lavorate, che lingua parlate al lavoro?

Padre: Inglese______ Il vostro____________ Tutti e due__________

Madre: Inglese______ Il vostro____________ Tutti e due__________

11. Quando guardate la televisione, guardate i programmi in inglese o nella vostra lingua?

Inglese____________ Il vostro____________ Tutti e due__________

12. Quando i vostri bambini guardano la televisione, guardano i programmi in inglese, oppure nella vostra lingua?

Inglese__________________ Il vostro____________ Tutti e due___________

13. Prima che i vostri bambini erano nel programma bilingue-biculturale, come descrivereste il loro progresso accademico?

Nome del bambino	Eccellente	Buono	Medio	Scarso
______________________	________	_____	______	______
______________________	________	_____	______	______
______________________	________	_____	______	______
______________________	________	_____	______	______

14. Dopo aver partecipato al programma bilingue-biculturale, come descrivereste il loro progresso adesso?

Nome del bambino	Eccellente	Buono	Medio	Scarso
______________________	________	______	_____	_____
______________________	________	______	_____	_____
______________________	________	______	_____	_____
______________________	________	______	_____	_____

15. Fino a che classe vorreste mandare i vostri figli?

Figlio: Elementari___________ Scuola Superiore_________ Universita'___

Scuola di vocazione__________

Figlia: Elementari___________ Scuola Superiore_________ Universita'___

Scuola di vocazione__________

16. Quante volte la scuola vi ha invitato a partecipare nelle riunioni educative e sociali?

Frequentemente______________ Qualche volta_______ Quasi mai_________

Mai____________________

Quante volte siete stati capaci di partecipare?

Frequentemente__________Qualche volta_________Quasi mai_________

Mai________________

17. Se la vostra risposta e' quasi mai oppure mai, per favore date la ragione.

Malattia______________

Lavoro a quest'ora___________

Non avevo nessuno che si prendesse cura dei bambini_________________

Non capisco quello che viene discusso______________________________

Altro____

18. Cosa vi piace di piu' sul programma bilingue-biculturale?

____

____

____

____

19. Cos'e' che vi piace meno sul programma bilingue-biculturale?

____

____

____

____

20. Pensate che i vostri bambini svolgono meglio i compiti scolastici perche' voi partecipate agli eventi scolastici?

Si________________NO____________________Un poco_______________

21. Potete dare qualche raccomandazione per migliorare il programma per far si' che i genitori partecipano agli eventi scolastici piu' spesso?

____

____

____

____

____

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟΝ ΓΙΑ ΓΟΝΕΙΣ

ΕΠΙΤΡΟΠΗ ΔΙΔΑΣΚΑΛΙΑΣ
NORWALK, CONNECTICUT

ΕΡΩΤΗΣΕΙΣ ΔΙΑ ΓΟΝΕΩΝ ΑΛΛΟΔΑΠΩΝ ΜΑΘΗΤΩΝ.

Αἱ ἐρωτήσεις αὐτές ἔχουν προετοιμασθεῖ μέ σκοπόν νά συμπλέξουν τούς γονεῖς ἀλλοδαπῶν μαθητῶν μέ σχολικάς ὑποθέσεις καί ἐπίσης μέ τά δύο νέα προγράμματα "Δύο γλωσσῶν" καί "δύο πολιτισμῶν"

Θυμηθῆτε ὅτι γιά ἕνα καλό πρόγραμμα χρειαζόμαστε τήν συνεργασία ὅλων. Ἡ διδασκαλία τῶν παιδιῶν εἶναι ἡ εὐθύνη τῶν γονίων ἀρχικά, καί κατόπιν τοῦ σχολείου. Συνεργαζομένου δυνάμεθα νά ἀναπτύσσομε καλούς πολίτας γιά τήν κοινότητά μας.

Παρακαλοῦσθε ὅπως ἀπαντήσετε ὅλες τίς ἐρωτήσεις.

1. Ὄνομα οἰκογενείας: ______________________________

Διεύθυνσις: ______________________________

Τηλέφωνον: ______________________________

2. Παιδιά (υἱοί καί θυγατέρες) τά ὁποῖα ἀκολουθοῦν τά νέα προγράμματα "Δύο γλωσσῶν" Δύο Πολιτισμῶ

Ὄνομα	ἡλικία	Τάξις	σχολεῖον

3. Τόπος γεννήσεως:

Πατέρας: ______

Μητέρα: ______

4. Πόσον καιρόν διαμένεις στό Norwalk.

______

5. Ταξιδεύετε συνήθως ἔξω ἀπό τό Norwalk.

ναί ______ ὄχι ______

Ποῦ ______ Πόσες φορές τόν χρόνο ______

Γιά πόσον καιρό ______

6. Δίξετε τήν εὔροια τῶν γλωσσῶν.

Ὁ Πατέρας: Ὁμιλεῖ Ἀγγλικά ___ διαβάζει Ἀγγλικά ___ γράφει, Ἀγγλικά ___

Ὁμιλεῖ Ἱσπανικά ___ Διαβάζει Ἱσπανικά ___ γράφει Ἱσπανικά ___

Ὁμιλεῖ Ἰταλικά ___ Διαβάζει Ἰταλικά ___ γράφει Ἰταλικά ___

Ὁμιλεῖ Ἑλληνικό ___ Διαβάζει Ἑλληνικά ___ γράφει Ἑλληνικ ___

Ἡ Μητέρα Ὀμιλεῖ Ἀγγλικά —— Διαβάζει Ἀγγλικά —— Γράφει Ἀγγλικά ——
Ὀμιλεῖ Ἱσπανικά —— Διαβάζει Ἱσπανικά —— Γράφει Ἱσπανικά ——
Ὀμιλεῖ Ἰταλικά —— Διαβάζει Ἰταλικά —— Γράφει Ἰταλικά ——
Ὀμιλεῖ Ἑλληνικά —— Διαβάζει Ἑλληνικά —— Γράφει Ἑλληνικά ——

7. Ποιά γλῶσσα μεταχειρίζετε στό σπίτι
Ἀγγλικά —— Δική σας γλῶσσα —— καί αἱ δύο ——

8. Ποιά γλῶσσα μιλοῦν τά παιδιά μαζί σας
Ἀγγλικά —— Δική σας γλῶσσα —— καί αἱ δύο ——

9. Ποιά γλῶσσα μιλοῦν ἀναμεταξύ τους τά παιδιά?
Ἀγγλικά —— Δική σας γλῶσσα —— καί τάς δύο ——

10. Ποιά γλῶσσα μεταχειρίζεσθε στήν ἐργασίαν σας?
Πατέρας: Ἀγγλικά —— Δική του —— καί τάς δύο ——
Μητέρα: Ἀγγλικά —— Δική του —— καί τάς δύο ——

1. Ὅταν παρακολουθεῖτε τηλεώραση τά προγράμματα μεταδίδοντε στήν Ἀγγλικήν ἤ δικήν σας γλῶσσα;

Ἀγγλικήν —— δικήν σας —— καί τάς δύο ——

2. Ὅταν τά παιδιά σας παρακολουθοῦν τηλεώραση σέ πιά γλῶσσα μεταδίδοντε τά προγράμματα;
Ἀγγλικά —— δικήν των —— καί τάς δύο ——

3. Περιγράψετε τήν πρόοδον τῶν παιδιῶν σας πρίν ἀρχίσουν τά ἰδιαίτερα αὐτά μαθήματα.

Ὄνομα παιδιοῦ	Ἄριστα	καλῶς	Μέτρια	κακῶς

4. Ὕστερα πού ἄρχισε τά ἰδιαίτερα μαθήματα πῶς σᾶς φαίνεται ἡ πρόοδός του;

Ὄνομα παιδιοῦ	Ἄριστα	καλῶς	Μέτρια	κακῶς

5. Μέχρι πιά τάξη θέλετε νά ἰδῆτε τά παιδιά σας νά τελειώσουν;

Υἱοί → Δημοτικόν — Γυμνάσιον — Πανεπιστήμιον —

Τεχνική σχολή —

Θυγατέρες → Δημοτικόν — Γυμνάσιον — Πανεπιστήμιον —

Τεχνική σχολή —

16. Πόσες φορὲς σᾶς ἐκάλεσε τὸ σχολεῖο γιὰ νὰ λάβετε χώραν στὶς σχολικὲς συνεδριάσεις;

Πολλὲς φορὲς ____ λίγες φορὲς ____ σχεδὸν ποτὲ ____

ποτὲ ____

Πόσες φόρες λάβατε χώραν στὶς σχολικὲς συνεδριάσεις;

Πολλὲς φορὲς ____ λίγες φορὲς ____ σχεδὸν ποτὲ ____

ποτὲ ____

17. Ἐὰν ἡ ἀπάντησις εἶναι σχεδὸν ποτὲ ἢ ποτὲ ποιός εἶναι ὁ λόγος;

ἄρρωστος; ____
ἐργάζεστε; ____
Ἔχετε μικρὰ παιδιά; ____
Δὲν μιλεῖτε ἀγγλικά; ____
ἄλλοι λόγοι; ____

18. Τί σᾶς εὐχαριστεῖ περισσότερο εἰς τὰ νέα προγράμματα "Δύο-Γλώσσων" καὶ "Δύο-πολιτισμῶ

____
____
____
____
____
____

19. Εἶναι τίποτε ποὺ δὲν συμφωνεῖτε εἰς τὰ νέα προγράμματα;

20. Νομίζετε ὅτι τὰ παιδιά σας προοδεύουν καλλίτερα ὅταν ἐσεῖς λαμβάνεται χώραν εἰς τὰς σχολικὰς ὑποθέσεις;

ναὶ ____ ὄχι ____ κάπως ____

21. Μπορεῖτε νὰ μᾶς δώσετε μερικὲς συστάσεις ὥστε νὰ καλλιτερεύσομε τὰ προγράμματα καὶ νὰ συμπλέξομε τοὺς γονεῖς μὲ τὰς σχολικὰς ὑποθέσεις;

PONUS RIDGE MIDDLE SCHOOL

Practicum on Involving Parents of Foreign Born Students In School Affairs

Meeting of Advisory Council

March 29, 1974

Mr. Cafero opened the meeting by describing the purpose of his practicum entitled "A Model Program Increasing School Participation of Parents of Foreign Born Students". Basically it is to make every attempt

1. to bring the parents of foreign born students into the school and become more active in its affairs;
2. to develop an in-service program for teachers who will be dealing with foreign born students;
3. to develop new methods of communicating with parents in the target languages both in the verbal and written sense.

Mr. Cafero then asked for comments. All those participating stated this type of program was vitally needed in all schools as the parents, because of language barriers, were reluctant to come to schools.

Mrs. Camacho stated that it was important to have notices written in the various languages. Mrs. Gonzalez said that it would be a good idea if some activity programs could be planned to involve both parents and students. This was thought to be a good idea and representatives of the schools would try to bring this about.

Mr. Cafero stated he was presently involved in orienting parents to the services and instructional program of Ponus Ridge. Mr. Isenberg of Nathan Hale stated he had accomplished this at his school last fall.

It was agreed to meet once every two months for the next school year. Next meeting will be held May 14th.

Meeting adjourned at 9:30 p.m.

PONUS RIDGE MIDDLE SCHOOL

Practicum on Involving Parents of Foreign Born Students In School Affairs

Meeting of Advisory Council

June 20, 1974

Mr. Cafero gave a progress report on the in-service program that some teachers of each middle school were involved with in being able to cope with the problems of the foreign born students.

Sessions were being held for two hours each week on Thursday afternoons. Those teachers basically in Language Arts and Social Studies were chosen first with Mathematics and Science to follow.

At Ponus Ridge there were 8 teachers involved, 2 each from Language Arts, Social Studies, Mathematics and Science, as well as the principal.

At Benjamin Franklin Middle School, the Principal and one teacher from each of the 4 subject areas, as well as a guidance counselor.

At Nathan Hale Middle School, the Principal and 6 teachers were enrolled in the workshop.

Representatives of each school then reported on the huge success of the programs involving parents and students which included buffet dinners and activities such as dancing, play acting and musical talent. This will continue during the new year.

PONUS RIDGE MIDDLE SCHOOL

Practicum on Involving Parents of Foreign Born Students In School Affairs

Meeting of Advisory Council

October 16, 1974

Mr. Cafero called the metting to order at 7:30 p.m. He asked for reports on activities relating to the three schools regarding Parents of the Foreign Born.

Ponus Ridge
Mrs. Robbins stated that plans have been made to have the parents once again involved in an orientation program for an explanation of the new "High Intensity Reading Program" as well as introduction of new staff members, and plans for further involvement of parents in school affairs. One of the parents Mrs. Beatrice Figuerva, was elected as corresponding secretary of the Parent Council.

Benjamin Franklin
Mr. Foldeak reported that he has already held orientation meetings with the Parents of Spanish and Italian students. Plans are in motion to have a Christmas Program sponsored by the parents themselves for the student body. Mrs. Maria de Jesus has volunteered to assist the social worker.

Nathan Hale
Mr. Murphy reported that he also had held meetings with the Greek parents to orient them to the various programs, routines, etc. of the school. He stated that notices will continue to be written in Greek as well as plans for a student handbook. Discussions are being held with Parents about their greater involvement in the activities.

Meeting adjourned at 9:00 p.m.

PONUS RIDGE MIDDLE SCHOOL

STUDENT HANDBOOK

LAWRENCE F. CAFERO
PRINCIPAL

YOUR SCHOOL

ARRIVAL AT SCHOOL

School doors open at 8:20. After entering the building you should go directly to your locker to put your coat away and get the books and supplies that you will need for the day. Then report to your homeroom.

You may enter the building by using the door by the auditorium. No other entrance should be used. During the cold weather you will be allowed to enter the building at 8:00. You will proceed directly to the auditorium and remain seated until the 8:20 bell. STUDENTS MAY NOT ENTER THE BUILDING prior to 8:00 during the winter months.

ASSEMBLIES

Throughout the school year, you will have the opportunity to meet in the auditorium with many other students. Assembly programs may be a film, a presentation of the Drama Club, the Music Department, or many other types of performances. Whatever the reason, there are educational benefits which come from attending the program.

Passing to and from the assembly should be quiet and orderly. Upon entering the auditorium, you should keep your voice down, as you would upon entering a theater.

During the assembly program you should be courteous and polite to those who are conducting or participating in the program. Sometimes you might have to sit through a program which you think is not pleasing. Remember, though, that others may be enjoying it. Please be patient.

It takes a great deal of courage and hard work to perform before an audience. Your good manners will help performers do a better job.

CAFETERIA

Every day during the 4th or 4th period you will eat lunch. The lunch period lasts twenty minutes. You may purchase a hot well balanced lunch for 55 cents or may bring lunch from home and buy milk and/or ice cream separately.

There will always be a teacher on duty to direct you to the proper seat and to help in any other way. You are not to leave the cafeteria until told to do so by the teacher on duty. Then you will line up with your class and proceed back to the room with your teacher.

When you leave the cafeteria, please be sure that your place is left clean and ready for the next person to eat his lunch. You will be asked to pick up papers that appear on the floor in your area. Your cooperation is essential.

When passing to or from the cafeteria, you should remember that there are other classes in session. Therefore, everyone is asked to pass quietly through the halls so that the instructional program is not disturbed. You are always to walk on the right side of the halls to permit freedom of passing.

LUNCH CREDITS

A lunch credit slip is available for those students who have forgotten their lunch or do not have money to purchase a lunch. If this happens to you, the lunch credit slip is given to you in the office. The slips are collected by the cashier on duty and payment of 25 cents for the lunch is due in the office the following day. Only 2 lunch credit slips per year will be allowed each student.

EXTRA HELP

You should feel free to come after school for extra help. If you are having difficulties in any of your subjects, you are encouraged to meet with your teachers. The entire faculty is willing to spend time with you after school in an effort to help you.

HOMEROOM

Upon entering your school, you will be assigned a homeroom for your three year stay. A very important part of your school career is spent in your homeroom. In this room records will be filled out, tests will be taken, discussions will be held and so on. Your homeroom teacher is always ready to help, give information, or do anything else to make your stay at our school a better one.

MAKE UP

Whenever you are absent from school, you are required to make up all work missed. You should not expect the teacher to remind you of your make up obligations. You should automatically assume that whenever you are absent there is work to be made up and that it is your responsibility to ask your teacher about it.

PASSES

You are allowed to leave a room to go somewhere else in the building while classes are in session only if a pass has been secured from the teacher in your room. You may be requested to show your pass to any other teacher while you are walking through the halls. Please make sure that you have a pass when you are going anywhere in the building.

REFERRAL CARDS

Most students never have to know about these cards. Unfortunately, there always seem to be a few people who do not behave properly in school. Referral cards are for those students who seriously misbehave.

In those unusual cases where a student seriously misbehaves, he is asked to leave the classroom. Your job as a student is to learn, and no other student will be allowed to interfere with your right to an education.

A student who receives a referral card must report directly to the office for a conference with the assistant principal. On this card will be written the reason why the teacher found it necessary to remove the student from class.

Being sent to the office from class is a very serious matter. We hope that all of your business with the assistant principal or principal will be pleasant.

STUDENT COUNCIL

The student government of our middle schools is the Student Council. Officers are elected each year by the entire student body. Each year representataves are elected by homerooms. The Student Council sponsors social events, raises money for community and school organizations, and provides funds for the school awards program.

The whole purpose of the Student Council is to give you an opportunity to make a worthwhile contribution to your school and, at the same time, to see how a representative form of government can work.

We hope that you will become an active member.

VISITORS

Your parents are always welcome at school to see the principal, guidance counselors or teachers. We would suggest that they make an appointment so that there will be no delay when they come.

All visitors to school must report to the office for permission to visit the school. It has been the policy not to allow any visits of pupils from other schools.

SCHOOL REGULATIONS

SCHOOL ATTENDANCE

Attendance at school is one way of insuring a good education. Obviously if you are not in school, you cannot be taught, and make up work is difficult and never like the real class.

If you are genuinely sick, we want you to stay home and regain your health, but we do not like to have you stay home from school without good reason.

If you are absent, please be sure that on the day you return to school you have a note from your parent or guardian. The note should tell the reason for and dates of your absence.

CLASS ATTENDANCE

Under ordinary circumstances, pupils must follow their assigned schedules. Attendance is checked in each class and those pupils who are unaccounted for will be checked by the office. Skipping or cutting classes is a habit not be acquired. It will not be tolerated. The consequence for cutting class can be suspension from school. Parents will be notified of the incident.

DISMISSAL FROM SCHOOL

When you arrive at school in the morning, you are expected to remain in school until the end of the day. Only the principal has the authority to dismiss you before the end of the regular day. Please remind your parents to inform the principal in writing when there is some special and unavoidable need for you to leave during the regular school hours.

It is suggested that doctor and dental appointments be made after school hours so that you will not miss any of the instructional program.

FIRE DRILLS

At various time during the school year, fire drills are held according to state law. They are conducted for your protection and safety.

Each room has a fire drill sign which gives directions. You should become familiar with these directions so that you will know what to do during a drill.

At the sound of the fire bell, you should leave your classroom. You should move quickly and quietly. Your teacher will assist and give any further directions.

You are to wait with your class outside of the building until your teacher instructs you to return.

HALL TRAFFIC

Over 850 people move through the halls of our middle school between classes. In order to avoid accidents and to help you reach your destination, some common sense rules should be followed. You are to walk, not run; keep to the right and keep moving; do not stop or wander; talk in normal voices, do not shout.

You will have 4 minutes to pass from one class to another. This is enough time to go from one end of the building to the other without rushing.

PHYSICAL EDUCATION

The school provides the opportunity for all pupils to take physical education, according to state law. Certain standards have been set and should be observed by all students.

UNIFORMS

The City of Norwalk has adopted an official uniform which should be worn by all pupils. The uniform may be worn in the elementary, middle and senior high schools. Further information as to where the uniform may be purchased will be given to you by the Physical Education department.

It is recommended that gym clothing be washed after each use. No one will be allowed to participate in the physical education program without proper clothing.

To be excused from participating in physical education activities, a student must bring a note signed by a parent or guardian, family doctor, or school doctor or nurse. The note must explain the reason for not participating.

To be excused from participating in physical education over an extended period of time, a medical excuse, signed by a physician, must be presented to the school nurse. The same applies for a limited physical education program.

All students are required to take showers at the close of a physical education period. Soap is supplied by the school. Money or valuables should be left with the instructor for safe keeping or left home. Any injury, no matter how slight, should be reported to the instructor.

SMOKING

Smoking or the handling of tobacco in any form in or on the school grounds is prohibited. All cases of smoking will be handled by the office. Suspension from school will follow all cases referred to the office.

SUSPENSION FROM SCHOOL

The term suspension means that a student is put out of school for a certain period of time. This is done in very serious cases and is handled by the principal or assistant principal. The cases involved would be mainly referrals for smoking, fighting and the use of bad language.

This serious step is taken only when it is in the best interest of the school and the student. Parents are notified and when the period of suspension from school is over, the student must report to the office of the principal or vice principal to be re-admitted. Parents are often requested to come to school in these cases.

TARDINESS

In order to operate a school, a business, etc., it is important for people to be where they are supposed to be, when they are supposed to be there.

You will be considered tardy to school if you are not in your seat in your homeroom when the bell rings.

You will be considered tardy to class if you are not in your seat within 4 minutes after passing from the last class. The 4 minutes allowed for passing to class should be enough.

Occasional tardiness to class will be handled by the teacher. Frequent tardiness usually interferes with your education and the education of others and will be referred to the office.

LATE TO SCHOOL

When a student is late to school (8:35) the student should report directly to the homeroom unless the homeroom period is over. When a student arrives after the completion of the homeroom period, the student should report directly to the office. This is a must!

TRUANCY

Truancy is being absent without the knowledge or consent of your parents. It is quite a serious matter since it involves a willful attempt to deceive parents and the school, and the missing of a day of instruction.

All cases of truancy are handled by the office.

SPECIAL SERVICES

GUIDANCE COUNSELORS

All middle schools have three guidance counselors and you will be assigned to one. Ordinarily, you have the same counselor for your three year stay in middle school.

The counselors work closely with both parents and teachers in trying to help you. They are concerned with your school success and your plans for the future.

The guidance office also administeres the city-wide testing program, gives vocational or educational information and arranges for programs aimed at informing you on good school practices.

Your guidance counselor is always ready to listen and help. If you want to see your counselor, simply put your name, section, homeroom and a request to see him on a piece of paper. Place your note in the mailbox of the counselor. Mailboxes are in the office. Soon thereafter, you will receive an appointment.

HEALTH SERVICES

The following health services are provided at middle school.

(1) School Nurse, who is available for students at middle school on a full time basis to provide general first aid. No medication will be given any student.

(2) Physical Examinations. Seventh grade students are required by law to have a physical examination. This may be done by your family physical or the school doctor.

(3) Patch Tests. Seventh grade students receive a patch test for tuberculosis. Free x-rays are provided by the Norwalk Tuberculosis Association for any positive test results.

(4) Eye Tests. Each year all students are given eye tests. This is generally done by the Physical Education department. Further professional attention is recommended in those cases where poor vision is determined.

INSURANCE

Pupils Accident insurance is available to all students at the beginning of the school year. Information is sent home in September regarding costs and coverage. All pupils who participate in varsity or junior varsity sports are required to have insurance.

LIBRARY

The school library is a very important part of the school program and it is a very good habit to visit regularly. The following regulations are followed:

(1) Students may enter the library 10 minutes before the late bell and after dismissal from school without a pass. At ala other times students must have a library pass.

(2) Two books are allowed out at one time. Two cents per day will be charged for overdue books. Lost books must be paid for in full.

(3) Silence must be maintained in the library so that all students can concentrate.

The best way to become a good reader is to read. Visit the library often.

LOCKERS

At the beginning of each year, you will be assigned a locker in which you will keep books, coats, and other school supplies. You should not give your locker combination number to anyone else; sometimes your best friend in September is not your best friend in June.

Lockers should be kept clean and neat at all times. It is a good idea to clean your locker regularly.

You may go to your locker before homeroom and before the lunch period during the school day. You may go to your locker at other times during the day but you must have a pass from a teacher.

LOST AND FOUND

The lost and found department is located in the office. If you find some article in or around school, please be sure to take it to the lost and found department. If you lost something, you would want the person who found it to return it.

If you have lost something, you may check in the office before a school day begins or after the regular school day. At any other times a pass is necessary.

It has been our experience that many articles are turned in to the lost and found department but never claimed. Coats, gloves, gym suits, pens and other expensive items are lost, but students never bother to inquire about them. After a certain period of time, unclaimed articles are donated to charitable organizations.

MARKING SYSTEM

COMMENDATION CARDS

When you do well in your school work, we want everyone to know. Special recognition is given to all students who receive honors. These are commendation cards which are signed by the principal and the homeroom teacher.

In addition, the names of the students who receive honors are published in the Norwalk Hour. If you remain on the honor roll for the entire year, you will receive a special award at an assembly program in June.

HONOR ROLL REQUIREMENTS

At the close of each marking period honor rolls are prepared. There are three types: High Honors, Honors and Effort Honors.

Requirements for these are as follows:

HIGH HONORS

3.4 grade point average or better in major subjects*

An average effort of 2 or better in related arts and physical education**

HONORS

3.0 grade point average or better in major subjects*

An average effort of 2 or better in related arts and physical education**

GRADES

A = 4
B = 3
C = 2
D = 1
F = 0

A mark of INCOMPLETE makes one ineligible for the Honor Roll until the mark is changed to a letter grade, at which time the pupil will become eligible.

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* Language Arts, Social Studies, Mathematics, Science, Foreign Language

** Art, Music, Industrial Arts, Home Arts, Health, Physical Education

YEARLY HIGH HONORS AND HONORS, YEAR'S AVERAGE MARKS

High Honors and Honors for the Year is based on the "5th" mark - this mark is entered in the "Final" column. NO effort mark or Attitude mark is included in the Final average column. This Final (yearly average) mark is also the mark that is recorded on the Permanent Record Folder and Pupil White Office Card.

MID-REPORT NOTICES

Your progress in each of your subjects is not a secret. You should confer with your teacher whenever you are uncertain regarding your achievements in that class.

Four times a year, in the middle of each marking period, mid-report notices are sent home. The purpose of the mid-report notice during each quarter is to give your parents an indication of your progress. There are satisfactory statements and also statements where improvement is necessary in order to prevent a failing grade.

If you receive statements that improvement is needed, you should confer with your teacher who is there to help you do the best you can.

If your parent wishes to confer with one or more of your subject teachers they may do so by making an appointment with your guidance counselor. The telephone numbers if 847-0481.

PROGRESS REPORTS

In the event that you are having some difficulty in one or more of your subjects, your parents may request a progress report or it may be suggested by a teacher or counselor. A progress report is to help you see where you may improve and also to keep your parents informed of your progress.

PROMOTION

You should do the best that you can in all school work at all times. No one who has done his best has ever been retained.

In grade 6, 7, or 8 you must pass all major subjects and must show worthwhile effort in minor subjects.

If a student fails to meet these requirements, his case is reviewed by the principal, guidance counselor and teachers.

REPORT CARDS

The school year of forty week is divided into four 10-week periods. At the end of each 10-week period, report cards are issued and you are expected to take these home and review your progress with your parents.

For each of your subjects, you will receive a letter grade (A,B,C,D,F,S) and a number grade (1,2,3). Letter grades indicate achievement, and number grades show effort. Absence over a long period of time may result in a grade of "incomplete". You are expected, as soon as possible, to make up all work missed. If the work is not made up, your grade automatically becomes an "F".

BUS TRANSPORTATION

BUSSES

The Board of Education provides busses for those who live over a mile and a half from school. Bus transportation is a provilege and your conduct on the bus should bring credit to you and your school.

The bus driver is in complete charge. Always have your bus pass ready to show him. Your bus pass is not transferrable; it cannot be used by another student.

Students creating disturbances on the bus will have their bus pass taken by the bus driver. The pass is turned into the office by the bus driver and the principal will take whatever corrective action is necessary.

The following rules have been established for all schools served by busses:

BUS CONDUCT FOR STUDENTS RIDING NORWALK SCHOOL BUSSES

The operation of conveying a large group of students to and from school without injury required the utmost cooperation on the part of students and parents. The bus driver must be able to concentrate his efforts on the safe operation of the bus. In case of any disorder, he may pick-up a pupil's pass which he gives to the principal on arrival at the school. For the safety of the students the following rules for bus conduct will be enforced. Parents should discuss them with their children.

STUDENTS RIDING ON THE NORWALK SCHOOL BUSSES MUST:

1. Observe traffic rules when approaching the bus stopping place.
2. Be on time for the bus, because the bus will not wait.
3. Stay out of the road and create no disturbance while waiting for the bus.
4. Have ticket ready as bus approaches. Only students who show their tickets may board a bus.
5. Form in line, in orderly manner, to get on the bus and immediately take seats.
6. Remain seated when the bus is in motion.
7. Keep arms and head inside the bus.
8. Throw no articles within the bus or out of the windows of the bus.
9. Obey the driver at all times.

10. Pay for damage done to bus seats or other equipment.

11. Keep the bus clean.

12. Keep conversation quiet.

13. Always treat fellow pupils and bus driver with courtesy.

14. Remain in the same seats until you leave the bus.

15. Not talk to the driver while bus is in motion.

16. Leave the bus area immediately after dismounting from the bus.

17. Cross the street only in front of the bus.

18. Leave bus only at regular scheduled stops. The bus will make no other stop.

PONUS RIDGE MIDDLE SCHOOL
Hunters Lane
Norwalk, Connecticut

STUDENT HANDBOOK
For
SPANISH STUDENTS

Los Libros
Regulaciones y Informacion
Por
Estudiante Espanol

Lawrence F. Cafero
Director

SALUDOS DEL DIRECTOR

Estimado estudiante de Ponus,

Este libro ha sido escrito para decirle más socre su colegio. Es nuestra esperanza que ustedes puedan mejorar las tradiciónes y espiritú del colegio. Pensamos que Ponus Ridge es la mejor escuela secundaria ...su ayuda se necesita para conservarto así.

Todas las surgerencias, regulaciones y información dadas en este libreto son para su benefecio y bienestar. Familiaricese con el colegio, no solamente leyendo este libreto si no cogiendo todas las oportunidades que se le ofrecen.

Antes de su ida para otro colegio queremos que usted pueda decir, "Hige a Ponus Ridge un colegio mejor y Ponus Ridge me hizo una persona mejor."

De usted atentamente

Lawrence F. Cafero, Principal

SU ESCUELA

LLEGADA A LA ESCUELA

La escuela abre sus puertas a la 8:30. Después de entrar en el edificio, se derigira a su taquilla, donde dejará su abrigo y cogera los libros que necesitará para el día. Después reportara a su clase.

Puede entrar al edificio por la puerta queda al auditorium. Solo esta puerta de entrada se usará. En los días de mucho frío podrá entrar en el edificio a las ocho. Ira directamente hasta el auditorium y permanecerá sentado hasta la campana de las ocho y veinte (8:20). Ningún estudiante podrá entrar en el edificio antes de las (8:00) en los meses del invierno.

LAS REUNIONES

Durante el año escolar, tendrá la oportunidad de conocer a muchos otras estudiantes en el auditorium. Las programas ofrecidos serán presentaciones del club dramático, del club de música, y muchas otros tipos de representaciónes. Hay muchas ventajas por que atender estos programas.

Al pasar por las reuniónes siempre debe de haber silencio y ordan. Al entrar en el auditorium debe de hablar en noz baja.

Durante el programa se debe de comportar concortesia con las otras personas participando en el programa. Quizás se tenga que sentar en un programa que no sea de su agrado, pero recuerde quizás haya otras que lo esten disfrutando asique tenga paciencía.

Los actores trabajan mucho para dar una buena obra, por lo tanto su buena conducta les ayudara en su esfuergo.

LA CAFETERIA

Todos los dias durante el 4° u 5° periodo ira almorzar. Usted podrá comprar un buen almuerzo caliente por 55 centavos o puede traer su almuerzo de la casa o puede comprar leche o helado separados.

Siempre habrá una maestra para ensenarle su puesto o ayudarle en cualquiera manera necesaria. No podrá salir de la cafeteria hasta que la maestra encargada se lo notifique. Entonces hará una fila con el resto de los estudiantes y irá a su clase con su maestra.

Antes de irse de la cafetería tiene que dejar su puesto limpio y listo para que otra persona pueda almorgar. Se le pedirá que recoja cualquier papel que encuentra en el suelo. Su cooperací on es essencial.

Al ir o venir de la cafetería recuercle que hay clases y asique le pedimos que pasen por los pasillos con el maijor silencio posible para no interrurpir las clases. Siempre deberá de caminar por el lado derecho de los pasillos, parar permetir paso o los demás.

CREDITO PARA EL ALMUERZO

A los alumnos que se le aluedó traer el almuerzo o no tienen dinero se le dará un permiso en la aficina para que puedan comprar su almuerzo. El permiso se le entragará a la cajera y tendrá que pagar los 25 centavos en la oficina al día siquiente. Solamente se darán dos permisos al año por estudiante.

AYUDA EXTRA

Siempre puede quedarse despúes de las clases para ayuda estra. Di encuentra que tiene alguna dificultad en cualquier asignatura no deje de consultarlo con su maestra todas los maestros están dispuestos ayudarlo duando tengan cualquier problema.

HOMEROOM

Al entrar en Ponus Ridge se le asignará su homeroom por el periodo de los tres años que estaran en el colegio. En el homeroom se tomarian los datos y examenes, y diferentes discusiones interesantes so desarollarán y su maestra siempre estará despuesta ayudarle, y darle cualquier información para hacer su estancia en Ponus Ridge un placer.

EN AUSENCIA

Cuando este ausente de la escuela, se le exigirá que tiene que hacer todo el material perdido. La maestra no tiene obligación de recordarselo es su responsabilidad de averiguar y buscar toda la materia dada durante su ausencia y hacer todo el trabajo ya hecho por el resto de la clase.

PASES

Para poder salir de una clase a cualquiera otra parte del edificio necesitará un pase dado por la maestra. Se le exigirá camenando por los pasillos. Por favor asegurese de tener siempre un pase cuando vaya por cualquier parte del edificio.

TARJETAS DISCIPLINARIAS

Las tarjetas disciplinarias son para los estudiantes que no so comportan en el colegio.

En caso que el estudiante no se comporte en clase, se le pedira que salga de ella. Como estudiante su deber es estudiar y no interrumpir ninguna clase. El estudiante que reciba una tarjeta disciplinaria reportará directamente a la oficina para una conferencia con el asistente del director. En la tarjeta la maestra pondrá la razón por el cual el estudiante fue mandado a la oficina.

Ser mandado a la oficina es grave. Esperamos que todos sus problemas con el asistente del director o director seán motivas agradables.

CONSULTORIO ESTUDIANTIL

Los estudiantes en Ponus Ridge se goviernan por el consultarío estudiantil. Los oficiales son electos todos los años por todos los estudiantes. Representantos son electos todos los años por cada homeroom. El consultorío estudiantil patroniza eventos sociales, recauden, dinero para organizaciónes de las comunidad y para fondos de los premios del colegio.

Esperamos que participe en el consultorío estudiantil.

VISIANTES

Los padres siempre están bienvenidos a visitar el colegio, al director, a los maestros y a los confidantes de conducta. Les pedimos que hagan una cita para que hagan una cita para que no esperen.

Todo visitante deberá reportar a la oficina antes de visitar el colegio. No se permetirá visitas de otros estudiantes de otros colegios.

REGULACIONES DE LA ESCUELA

ASISTENCIA

La única manera de recibir una buena educación es de no faltar de ir al colegio.

Si usted se encuentra enfermo les rogomos que se quede en su casa hasta se encuentra bien, pero no queremos que so quede en la casa si es que no tiene una excusa buena.

Si esta ausente, tendra que traer una nota al colegio fermada por sus padres o guardian dando la razón de su ausencia y las fechas.

ASISTENCIA DE LA CLASE

Todo los estudiantes seguirán su horario y las asistenciá será. Tomada en cada clase y el estudiante que falte será reportado a la oficina.

No ir o cortar clase no será permitido será castigado con suspención del colegio y los padres serán notificados.

EXPULSION DE LA ESCUELA

Del momento que usted llege a la escuela tendrá que permanecer en la escuela hasta el final del día. Solo el director tendrá permiso para excusarlo por el resto del diá. Le agradecemos que sus padres le notifican al director por escrito si es que usted tiene que excusarse del colegio por alguna razón.

Le sugerimos que hagan todas las citas de médicos y dentistas despúes de las horas de la escuela.

ALARMA DEL FUEGO

Varias veces al año aluan practicas de alarma de fuego, según regulaciónes del estado.

Cado cuatro tiene un manual de alarma de fuego a seguir. Todo estudiante debe de familiarizarse con este manual para saber que hacer en caso de fuego.

Al sonar la alarma de fuego todo el mundo debe salir del edificio con cuidado y rapidez. La maestra estar'a presente para asistirlos y darles más información. Debe espera afuera del edificio hasta que la maestra le indique que pueda regresar.

LAS PASILLOS

Alrededor de 850 personas pasan por los pasillos entre clases. Para evitar accidentes usted debe de caminar y no carrer, mantenerse del lado derecho y no que darse estaciónados. Hable en voz baja y no grite.

Tendra 4 minutos para ir de clase, esto le da tiempo suficiente para ir de un lado al otro del edificio sin correr.

EDUCACIÓN FÍSICA

El colegio le da a cada estudiante la opportunidad en la educación física según las regulaciónes del estado. Ciertas normas han sidos provistas y deberán ser observados por los estudiantes.

UNIFORMES

La cuidad de Norwalk ha adoptado uniformes oficiales que serán usados por todos los estudiantes. Los uniformes serán usados en las escuelas primarias, secundarias y superior. Para información donde podrán comprar los uniformes, preguntele al jefe del departamento de educación física.

Se recomienda que los uniformes se laven después de cada día de usado. No so le permitira de participar sen el uniforme.

Para ser excusado de la educación física tendrá qu traer una nota firmada por sus padres o guardian, el doctor, el doctor del colegio o la enfermera.

Todos los estudiantes tendrán que tomar una ducha después de la clase, el colegio proveerá el jabón. Dinero o prendas deberán ser dejadas con el maestro o en la casa. Cualquier lesión deberá ser reportada al maestro.

FUMAR

No se permite fumar ninguna clase de cigarrillos o tabaco en el colegio. Todos los casos de fumar serán reportados a la oficina. Toda persona reportada de fumar será suspendida del colegio.

SUSPENSIÓN DEL COLEGIO

Suspensión del colegio quiere decir que el estudiante será suspendido por un termino de tiempo. Esto solo se hace en casos muy graves y están tratados por el director o asistente del director. Los casos casi siempre son por fumar, peleas o malas palabras.

Estos solo se hace por el bien del colegio y el estudiante. Los padres serán notificados cuando el estudiante pueda regresar el estudiante reportará a la oficina del director o el asistente del director para ser readmitidos. Los padres tendrán que venir al colegio con el estudiante.

TARDANZA

De manera de poder operar un colegio, un negocio, etc., es importante que todo el mundo este en su lugar a su tiempo.

Se considerará tarde si no está en su asiento en el homeroom cuando toque la campana.

Se considerará tarde si no está en su asiento en 4 minutos en su proxima clase. Los 4 minutos son los que tiene para ir de un clase a la otra.

Si está tarde de vez en cuando esto será tratado por la maestra. Estar tarde interfiere con su educación y la educación de los otros estudiantes y será referido a la oficina.

TARDE A LA ESCUELA

Cuando el estudiante está tarde a la escuele (8:35) debe reportar directamente a su homeroom a menos que el periodo del homeroom haya terminado. Cuando el estudiante llega después del terminado el periodo de homeroom, el estudiante tiene que reportar directamente a la oficina. ¡Este es muy importante!

ASUSENTARSE O CORTAR CLASES

Asusentarse o cortar clases sin el consentimiento de los padres es muy serio ya que el estudiante lo hace sabiendo que está haciendo un acto mal becho. Y por lo tanto está perdiendo un día de clase, todos los casos de cortar clases serán tratádos por la oficina.

SERVICIOS ESPECIALES

CONFIDENTES DE CONDUCTA

Ponus Ridge tiene tres confidentes de conducta y usted va a ser asignado a uno. En general, usted tiene el mismo confidente para los tres años que estudia en Ponus Ridge.

Los confidantes trabajan mucho con los padres y los maestros para ayudarle. Están concernidos con su éxito en la escuala y también en los planes del futuro.

El oficio del confidentes también administra el programa de examenar para la ciudad de Norwalk, da información educacional, o relativo a la vocación, hacen planes para programas intentados a darles información sobre buenas costumbres en la escuela.

Su confidante de conducta siempre está listo para escuchar y ayudar. Siquieres tener una cita con él, trocito ponga su nombre, sección, y homeroom, en un pedazo de papel con su petición. Ponga la carta en el buzon del guidance counselor. Los buzones están en el oficina. Muy pronto recibirá una cita.

SERVICIOS DE SALUD

(1) La enfermera de la escuela, está en Ponus Ridge ciertos días de la semana para dar cura de primeros auxilios intencion. La enfermera no puede dar medicación a ningun estudiante.

(2) Examenes médicos. Los estudiantes del séptimo grado están requeridos por ley tener un examen médico. Su propio médico puede dar este examen o se puede usar el médico de la escuela.

(3) Patch Tests. Los estudiantes del séptimo grado recibe un patch test para tuberculosis. En caso que el resultado de test sea positivo, el Norwalk tuberculosis association proverá por los Rayos x gratis.

(4) Exámenes de los ojos. Cada año todos los estudiantes reciben examenes de los ojos. Esto es dado por el Departamente de Educación Física.

SEGUROS

Seguro de accidentos de los alumnos es útil a todas los estudiantes al principio del año de la escuela. En septiembre todo la información de costo y lo que cubre el seguro. Todos los alumnos que participan en los deportes de varsity o junior varsity están requeridos tener seguaros.

LA BIBLIOTECA

La biblioteca de la escuela es un parte muy importante del programa de la escuela, y es bueno visitarla a menudo. Lo que signe son las reglas:

(1) Los estudiantes pueden usar la biblioteca 10 minutos antes de la última campana de la mañana y después de la campana de despedida al final del día sin un pase. Durante las horas de la escuela un estudiante necesista un pase escrito por su maestro.

(2) Se puede llevar dos libros a la vez de la biblioteca. Dos centavos al día será cargado por libros retrasados.

(3) No se puede hablar en la biblioteca para que los otros estudiantes puedan estudiar sin distracción.

Para llegar a ser un buen lector, tiene que leer. Visita la biblioteca a menudo.

TAQUILLA

Al principio de cada año, será asignado una taquilla para guardar sus libros, abrigos, etc. No debe dar los números de su combinación a ninguna otra persona; algunas veces sus amigos íntimos en septiembre no son los de junio.

Taquillas deben estar limpias todo el tiempo. Es buena idea limpiar su taquillas a menudo.

Se puede ir a su taquilla antes de su homeroom, antes del período del almuerzo y al fin del día. Si tienes que ir al taquilla durante el día necesitas un pase escrito de su maestro.

PERDIDO Y ENCONTRADO

El departamento de Perdido y Encontrado está en la oficina. Si encuentras algo en o cerca de la escuela, por favor tráigalo al departamento de Perdido y Encontrado.

Si usted ha perdido algo, puede ver en la oficina antes o después de la escuela. Durante el día necesita un pase.

Ha sido nuestra experiencia que muchos artículos están traído al Perdido y Encontrado, pero nunca están traído al Perdido y Encontrado, pero nunca están reclamados. Abrigos, guantes, trajes de gimnasio, plumas y otras cosas caras están perdidos, pero estudiantes nunca preguntan por ellos. Después de un cierto período de tiempo, cosas que no son reclamados están contribuido a unas organizaciónes benéficos.

MARKING SYSTEM

TARJETAS DE MERITO

Cuando usted sale bien en el trabajo de la escuela, queremos que todo el mundo lo sepa. Reconocimiento especial es dado a todos los estudiantes que reciben honores. Estos son tarjetas de mérito, firmado por el director de la escuela y la maestra de homeroom.

También, los nombres de los estudiantes quien reciben honores están publicados en el Norwalk Hour, el periódico de Norwalk. Si usted está on la lista del Honor Roll todo el año, su nombre será mencionado al final del año en la asamblea especial en junio.

REQUERIMIENTOS PARA LA LISTA DE HONOR

Al fin de las primeras diez semanas de la escuela la primera Honor Roll está preparado. Hay tres tipos: High Honors, Honors, and Effort Honors.

HIGH HONORS

3.4 nota media o mejor en los materias mayores.[1]
Una nota media de 2 o mejor en las clases de artes relativos y la clases de educación física.[2]

HONORS

3.0 nota media o mejor en las materias mayores.[1]
Una nota media de 2 o mejor en las clases de artes relativos y las clases de educación física.[2]

LAS NOTAS

A - 4
B - 3
C - 2
D - 1
F - 0

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[1] Los materias mayores son: Inglés, Estudios Sociales, Matemáticas, Ciencia, y Español y Francés.

[2] Los materias menores son: Arte, Música, Artes Industriales, Artes de la Casa, Health, y Educación Física.

Con una nota de Incompleta no se puede recibir honores hasta la incompleta está cambiada a una nota con letra de A,B,C,D, o F.

YEARLY HIGH HONORS AND HONORS, YEAR'S AVERAGE MARKS

High Honors y Honors para el año basado está en la 5ª nota - esta nota está escrito en la columna "Final". No hay una nota para actitud o esfuerzo en la columna "Final". Esta nota Final es también la nota que está recordado en el Permanent Record and Pupil White Office Record Card.

INTERIM REPORTS

Su progreso en cada de sus materias no es un secreto. Si tienes difcultades debe discutirlas con su maestro.

Cuatro veces al año, a mediados de cada diez semanas, hay noticias de su progreso que están mandado a sus padres. Estos noticias se llaman Interim Reports. El próposito de estas noticas es para darles a sus padres una indicación de ser progreso para las primeras 5 semanas de un cuarto de notar. Hay frases que indican progreso satisfactorio y otras que indican mejoría es necesario para evitar una nota de faltar.

Si recibe un resumen que indica que mejoría es necesaria, debe discutir con su maestra, quien quiere ayudarle hacer lo mejor que usted pueda.

Si sus padres quieren discutir su Interim Report con uno o más de sus maestros, ellos pueden llamar a su Guidance Counselor para una cita. El número de teléfono es 847-0481, ext. 456.

PROGRESS REPORTS

Si usted tiene dificultades en sus clases, tal vez sus padres querián un reporte de progreso más a menudo que cada 5 semanas. Es posible recibir un reporte de progreso cada semana. Otra vez, sus padres tienen que llamar al Guidance Counselor para este servicio especial.

PROMOTION

Usted debe tratar hacer lo mejor posible siempre. Ninguna persona que ha tratado le mejor posible ha sido suspendido. Si un estudiante no sale bien, an todos los materias mayores, su caso será repasado por el director, guidance counselor, y los maestros con que estudiaba.

REPORT CARDS

El año de la escuela tiene 40 (cuarenta) semanas divididos en cuatro sesiónes. Al fin de cada diez semanas, tarjetas de Reportes están expedido. Tienes que llevarlas a casa y discutir su progreso o falta de progreso con sus padres.

Para cada año de sus materias, usted recibirá una nota de letra (A,B,C,D,F, o G) y una nota numérica (1,2,3). Las notas de letras indican ejecución logro, y las notas numéricas indican su esfuerzo. Ausencia para un largo período de tiempo resulta en una nota de "incompleta". Tan pronto como sea posible, tiene que hacer todo el trabajo. Si no hace el trabajo, recibirá una nota de "F".

TRANSPORTACION DE AUTOBUS

El Board of Education provee autobuses para ellos que viven más de una milla y media de la escuela. Transportación por autobus es un privilegio y su buena conducta en el autobús es muy importante.

El conductor del autobús está encargado completamente. Siempre tiene usted listo su "Bus Pass" para mostrarle. No se puede prestar a ninguna otra persona.

Para los estudiantes que molestan en el autobús, el conductor sacará su Bus Pass y se lo dará al director de la escuela. El director pondrá en movimiento cualquier acción correctiva que sea necesario.

Lo que sigue son las reglas para todos los autobuses de escuela en Norwalk:

(1) Tiene que observar todas las reglas del tráfico al acercarse el sitio de autobuses.

(2) Tiene que llegar a la hora en punto para el autobús porque el conductor no puede esperar.

(3) Al esperar el autobús, no se pare en la calle.

(4) Tenga listo su Bus Pass para nostrarlo al conductor. Sólo los estudiantes que tienen su "Bus Pass" pueden subir.

(5) Antes de subir, hagan cola y suba uno por uno.

(6) Tiene que quedarse sentado tódo el tiempo.

(7) No pueden sacar los brazos y caliega por la ventana para fuera.

(8) Nunca tire cosas por las ventanas o dentro del autobús.

(9) Tiene que obedecer siempre al conductor.

(10) Usted es responsable para los asientos y otro equipo del autobús. Tendrá que pagar por los daños.

(11) Mantenga el autobús limpio.

(12) Mantenga la conversación baja.

(13) Haga cortesía al conductor y a los otros estudiantes.

(14) No cambias su asiento después de sentarse.

(15) No hablas al conductor mientras él conduce el autobús.

(16) Después de bajar del autobús, salga del sitio inmediatamente.

(17) Siempre cruza la calle delante del autobús, nunca detrás.

(18) Puedes bajarse solo en su parada del autobús. El autobús parará solo a los sitios regulares.

BENJAMIN FRANKLIN MIDDLE SCHOOL
Flax Hill Road
Norwalk, Connecticut

STUDENT HANDBOOK
For
ITALIAN STUDENTS

Il Libro Informazioni
Per
STUDENTE ITALIANO

Fred J. Foldeak
Preside

SALUTO DAL PRESIDE

Caro Studente:

Questo libro e stato scritto per tenerti informato sulla scuola che frequenti. E vostro augurio che collaborerai a ingranire le nostre tradizioni e il buon nome della scuola. Noi pensiamo che "Benjamin Franklin" e la migliore scuola.media....E necessario il tuo aiuto perche resti tale

Tutti i suggerimenti, le informazioi, e le regole date in questo libro sono state unicamente designate a tuo beneficio e vantaggio. Sentiti a tuo agio con la tua scuola, non solamente leggendo questo libro ma traendone profitto per tutte le opportunita che avrai.

Prima che tu lasci questa scuola per andare in un altra vorremmo che tu dicessi: "Ho fatto Benjamin Franklin una scuola migliore; Benjamin Franklin mi ha reso migliore."

Sinceremente,

Fred J. Foldeak
Preside

La Tua Scuola

Arrivo a scuola

La scuola ha inizio alle 8:20. Una volta entrati, dovrai andare direttamente al armadio per posare il tuo capotto e prendere i libri e gli arnesi che ti occoreranno divante le ore di lezione. Poi resti nella tua aula.

Potrai entrare nell'edificio scolastico usando la porta vicino all' auditorium. Non potrai usare un'altra entrata. Durante i mesi inverniali, ti sarà permesso entrare alle 8:00. Dovrai andare direttamente all' auditorium e restare lì seduto finchè suona le campane delle 8:20.

Gli studenti non possono entrare nell'edificio scolastico prima delle 8:00 durante i mesi invernali.

Assemblee

Durante l'anno scolastico avrai l'opportunita di incontrarti nell' auditorium con gli altri studenti. I programmi di riunione potranno essere: un film, la presentazione di un dramma, l'ascoloto del complesso musicale scolastico o altri tipi di rappresentazioni. Qualsiasi sia la ragione, sarai un vantaggiato se partecipi ai programmi.

Attraversando l'assemblea, dovrai fare silenzio e stare in ordine. Entrando nell'auditorium, dovrai parlare a basso voce, come se stessi per entzare in un teatro.

Durante il programma delle assemblee, dovrai essere cortese e educato verso coloro che conducono o partecipano al programma stesso. Qualche volta dovrai assistere a un programma che giudichi scontento. Ricorda però che ad altri potrebbe risultare piacevole, quindi se è paziente.

Ci vuole molto sacrificio e lavoro per i preparativi delle rappresentazioni. Quindi le tue buone maniere potrebbero essere di grande aiuto.

Caffetteria

Ogni giorno fra la quarta e la quinta ora di lezione ci sarà la colazione che dura venti minuti. Potrai comprare una buona colazione per 55¢ oppure potrai portarla da casa e comprare solamente latte o gelato.

Ci sarà sempre un insegnante a tua disposizione per aiutarti a prendere il tuo posto o se avrai bisogno di altro. Poi ti metterai in linea con la tua classe e ritornerai nell'aula col tuo insegnante.

Quando lasci la caffetteria, per piacere, lascia il tuo posto pulito e pronto per la persona che poi verrà a consumare la sua colazione. Ti potrà essere chiesto di prendere tutte le carte che si trovano per terra sul posto dove ti trovi. La tua cooperazione è essenziale.

Quando vai alla caffetteria, ricordati che ci sono altre classi che hanno lezione. Pertanto è richiesto il massimo silenzio nei corridoi allo scopo di non disturbare gli altri. Dovrai sempre camminare a destra per permettere agli altri di passare.

Dopo scuola

Se ti occorrono delle lezioni di doposcuola, non essere timoroso. Cerca invece di metterti a contatto con i tuoi insegnanti, che saremmo sempre a tua disposizione per aiutarti quanto più potranno.

Homeroom

Quando ti iscrivi a Ponus Ridge ti sarà assegnato in aula nella questa dovrai stare per tre anni. La parte più importante della tua carriere scolastica sarà trascorsa in questa aula. Qui infatti farsi tutti i tuoi esami, gli scrutini o altro. L'insegnante di questa aula sarà sempre pronto ad aiutarti, darti informazioni o fare tutti ciò per fare di te uno studente migliore.

Rimedio

Ogni qualvolta sarai assente, dovrai ugualmente fare i tuoi compiti. Non dovrai aspettare che sia l'insegnante a ricordarti quelli sono i tuoi obbligli. Invece ricordarti che quando sei assente è tua responsabilità informarti o chiedere all'insegnante i compiti che sono stati assegnati.

Permessi

Potrai lsciare l'aula per andare in qualsiasi altro posto dell'edificio solo se avrai un permesso dell'insegnante, poiche ti potrà essere chiesto da un'altro insegnante, di mostrare tale permesso mentre attraversi il corridoio. Quindi sei sicuro che lo possiedi quando ti sposti da un posto all'altro nell'edificio.

Fogli di referenza

Per la maggior parte degli studenti non è necessario che conoscono questi fogli, ma sfortunatamente ci sono sempre alcuni studenti che non sanno comportarsi a scuola. Per questi ultimi ci sono i condetti fogli di referenza.

Nel caso insolito che uno studente si comporta male, gli viene chiesto di lasciare subito l'aula. Il compito dello studente è quello di imparare e a nessun altro studente viene permesso di interferire per quanto riguarda l'educazione dello stesso.

Uno studente che riceve la carta di referenza deve mettersi in communicazione direttamente con la segreteria per un colloquio col vice - preside. Su queste carte dovrà essere scritto il motivo per cui l'insegnante ha espulso lo studente dell'aula.

È una cosa grave per uno studente essere espulso della classe. Noi speriamo che tutti i colloqui col preside e vice - preside riguardino altri piacevoli eventi.

Il consiglio degli Studenti

Il consiglio degli studenti è di grande importanza a Ponus Ridge. Ogni anno vengono eletti dei membri presi fra gli studenti stessi. Questo consiglio organizza eventi sociali, divide il denaro per la communità e le organizzazioni scolastiche e provvede per i futuri programmi della scuola.

Lo scopo principale del consiglio degli studenti è quello di dare una opportunità per una seria contribuzione alla scuola e nello stesso tempo di vedere come funziona una forma rappresentativa di governo.

Noi speriamo che tu diventi un membro attivo.

Visitatori

I tuoi genitori saranno sempre i benvenuti a scuola per vedere il preside, consiglieri e insegnanti. Noi suggeriamo che facciamo un appuntamento allo scopo che non ci siamo inconvenienti al loro arrivo.

Tutti i visitatori dovranno ottenere dalla segretaria un permesso. È stato fatto un regolamento secondo cui non sono permesse le visite di studenti di altre scuole.

REGOLAMENTI SCOLASTICI

Frequenza scolastica

La frequenza giornaliera è una delle vie migliori per una buona educazione. Naturalmente diventerà difficile per te assolvere i compiti di un buon studente.

Se sei ammalato, noi vogliamo che stia a casa a curarti, ma non ci piacerà sapere che ti assenti senza alcun buon motivo.

Se sei assente, il giorno dopo dovrai venire fornito di una giustificazione scritta dai tuoi genitori o da chi ne fa le veci. La giustificazione dovrà specificare la ragione dell'assenza.

Appello

Secondo i regolamenti, gli studenti devono frequentare giornalmente le lezioni. L'appello viene fatto in ogni classe. Bisogna evitare le assenze abusive, ciò non potrà essere tollerato. Lo studente che fa molte assenze va incontro a sospensione dalla scuola. In ogni caso i genitori saranno sempre tenuti al corrente.

Permessi durante le ore di lezione

Una volta entrato in classe, lo studente vi dovrà rimanere fino al termine di tutte le lezioni. Solo il preside può dare l'autorizzazione allo studente di lasciare la scuola prima del termine stabilato. Se lo studente dovrà ottenere un permesso speciale i genitori nella loro nota dovranno specificare il motivo. Si consiglia inoltre di fissare appuntamenti col dottore o dentista nelle ore pomeridiane allo scopo che lo studente non perda ore di lezione.

Campanelli d'allarme

Per protegione e sicurezza, più volte durante l'anno scolastico, vengono effettuati falsi allarmi.

Ogni aula ha un campanello di allarme in caso di incendio. Tutti gli studenti dovranno venire a conoscenza delle istruzioni a riguardo in modo che in caso di incendio sappiamo cosa fare.

Al suono dell'alarme di incendio lo studente deve lasciare l'aula muovendosi svelto e in silenzio e l'insegnante darà le istruzioni necessarie.

Dovrai poi aspettare con la tua classe fuori dell'edificio scolastico fino a che l'insegnante non ti dice di rientrare nell'aula.

Muovendosi per i corridoi

Più di 850 persone si spostano da uno classe all'altra durante il cambio delle ore. Per evitare incidenti e per facilitare gli studenti a raggiungere le proprie classi, si devono seguire delle regole. Bisogna camminare e non correre; stare a destra e muoversi, non fermarsi nei corridoi, parlare a bassa voce.

Lo studente avrà 4 minuti per andare da una classe all'altra, questo lasso di tempo è abbastanza per muoversi da un lato all'altro dell'edificio.

Educazione fisica

Secondo la legge dello Stato, la scuola collabora allo sviluppo delle attività sportive degli studenti, però questi devono osservare determinate regole.

Divise

La città di Norwalk adotta una divisa ufficiale che deve essere indossata da tutti gli aspiranti. Questa può essere usata nelle elementari nella scuola media e nella scuola superiore. Ultervoci informazioni su dove comprare la divisa potranno essere dati del departamento di Educazione Fisica.

Si raccommanda di lavare la divisa dopo ogni uso. Nessuno potrà partecipare alla lezione senza una divisa propria.

Per essere scusato più volte di seguito da tale attività, lo studente dovrà avere un certificato medico che dovrà essere donseguito all'infermiere della scuola la quale dovrà fare domanda per l'estensione di tale periodo.

È richiesto che gli studenti facciamo il bagno alla fina della lezione. Il sapone viene fornito dalla scuola. Denaro o oggetti di valore saranno consegnati all'insegnante. Per lo smarrimento di qualche oggetto si dovrà subito informare l'insegnante.

Fumo

È proibito fumare o tenere tabacco. Sospensioni dalla scuola sono previste per tutti coloro che non osservano tale regolamento.

Sospensioni dalla scuola.

Il termine sospensione significa che l'alunno viene cacciato dalla scuola per un determinato periodo di tempo. Ciò verrà fatto solo in casi molto seri dal preside o vice-preside e per ragione come il fumo, bisticci fra evetarai o cattivo uso di linguaggio.

Un provvedimento del genere verrà preso per il beneficio dello studente e della scuola. I genitori saranno informati di ciò e quando il periodo di sospensione finisce, lo studente dovrà presentarsi nell'ufficio del Preside o Vice-Preside per essere riammesso alle lezioni [illegible] è richiesto che i genitori siano presenti.

Ritardi

Per il buon audamento di una scuola o di qualsiasi altra forma di commercio, è molto importante che tutti siano in orario e nel luogo stabilato. E ciò è una verità fondamentale a Ponus Ridge.

Lo studente è in ritardo se nel cambio delle classi arriva con più di 4 minuti di ritardo.

Occasionali ritardi nel cambio delle ore saranno risolti dagli insegnanti. Frequenti ritardi interferiscono nella educazione individual e colletiva per cui si ritiene opportuno informare la segretaria.

Ritardi a scuola

Quando uno studente arriva in ritardo (8:35) dovrà mettere a conoscenza di ciò l'homeroom, a meno che tale periodo non sia già passato È in questo caso dovrà recarsi nella segretaria.

Svogliatezza

È svogliatezza assentarsi senza il consenso dei genitori. Diventi poi un problema serio specie se ciò viene fatto con l'intenzione di inganno per i genitori e anche la scuola.

I casi di svogliatezza saranno riportati alla segretaria.

Servizi Speciali

Consiglieri Scolastici

A Ponus Ridge ci sono 3 gruppi di consiglieri scolastici. Ogni studenti viene assenato ad uno di questi. Di solito per i tre anni di scuola media, uno studente ha sempre lo stesso consigliere.

I consiglieri sono a contatto con genitori e insegnanti allo scopo di aiutare gli studenti. Si interessano dei miglioramenti nel campo scolastico e dei piani per il futuro.

L'ufficio direttivo inoltre diregge gli esami statali, col dare informazione sull'educazione, e vocazione, e informando lo studente sulle buone pratiche scolastiche.

Il tuo consigliere scolastico è sempre pronto ad ascoltarti e aiutarti. Quando devi parlare con lui, scrivi in un foglio di carta il tuo nome sezione, e aula, e mette il messagggio nella posta del consigliere. Con facendo prima o poi avrai da lui un appuntamento.

Servizi di Pronto Soccorso

I seguenti servizi di pronto soccorso sono a disposizione a Ponus Ridge.

1. C'è una infermiera che provvede a tutti i casi di pronto soccorso.
2. Visite Mediche. È obbligatorio per gli studenti del settimo anno che si sottopongano ad una visita medica, che potrà essere fatta dal dottore di famiglia o da quello della scuola.
3. Esami medici. Tutti gli studenti delsettimo anno dovranno sottoporsi ad un esame per la tubercolosi. I raggi sono offerti senza pagare dal Norwalk Tuberculosis Association.

Oggetti Smarriti

L'ufficio degli oggetti smarriti si trova nella segretaria. Se ti copita di trovare qualche oggetto non tuo, per piacere, portalo all' ufficio oggetti smarriti, in quanto se perdessi qualcosa vorresti che le persone che lo trovasse facesse altratanto.

Se perdi qualcosa puoi recarti alla segretaria prima o dopo le ore di lezione. Durante le altre ore avesi bisogno del permesso.

Dalle esperienze passate risulta che molti oggetti portati a tale ufficio non hanno ritrovato il loro proprietario. Per cui dopo un determinato periodo di tempo gli oggetti non ritirati vengono dati dalla scuola agli istituti di beneficenza.

4. Esami della vista. Ogni anno gli studenti dovranno fare un esame della vista. Di solito ciò viene fatto del departamento di Educazione Fisica. Viene raccommandata una partecolare cura per coloro che hanno problemi visivi.

Assicurazione

All'inizio dell'anno scolastico e aperta l'assicurazione degli studenti e le informazione degli studenti a reguardo vengono inviate a casa a settembre. Tutti coloro che partecipano ai vari sport devono avere L'assicurazione.

Biblioteca

La biblioteca è una parte importante del programma scolastico ed è un a buona abitudine. Visitare spesso la biblioteca. Bisogna pero seguire i seguenti regolamenti:

1. Gli studenti possono entrare nella biblioteca 10 minuti prima dell' ultima campana e dopo le lezioni senza che sia necessario un permesso. Nelle altre ore invece gli studenti dovranno essere forniti di un permesso.
2. Si possono prendere soltanto due libri per volta. Se poi i libri non verranno consegnati nel giorno stabilito, lo studente deve pagare 2¢ al giorno. Per i libri persi si dovra pagare il prezzo intero.
3. Nella biblioteca è richiesto il massimo silenzio per non disturbare chi legge.

La via migliore per diventare un lettore e leggere. Quindi visita la biblioteca spesso.

Armadi per lo studente

All'inizio dell'anno ad ogni studente viene assegnato un armadietto dove posera libri, cappotti, e altro materiale scolastico. Lo studente solo deve conoscere la combinazione di apertura del suo armadietto. Gli armadietti dovranno sempre essere ordinati e puliti.

Lo studente può andare nel suo armadio prima di entrare in aula o prima della colazione. Durante le altre ore ci vuole il permesso dell' insegnante.

Punti o Voti

A = 4

B = 3

C = 2

D = 1

F = 0

* Inglese, Matematica, Scienze, Lingue Straniere

** Disegno, Musica, Educazione Fisica

Se lo studente riceve il voto di 'incompleto' non potra ottenere l' Honor Roll a che tale voto non sara trasformato in una migliore.

Media dei voti e honors

The High Honors e honor sono basati sul quinto voto. Questo voto sarà messo nella colonna finale. Il voto finale (media annuale) e anche registzato nel Permanent Record Folder e nel Pupil White Office Card.

Voti di meta anno

I tuoi programmi scolastici non sostituiscono un segreto. Dovresti consultare l'insegnante ogni qualvolta sei incerto sui tuoi voti.

Quattro volte l'anno a metà di ogni trimestre viene inviata a casa una pagella. La ragione di ciò è quella di mettere a conoscenza i genitori dei tuoi miglioramenti.

Ci sono pagelle alpuntto soddisfaccenti e ce ne sono altre che non lo sono e che richiedono aiuti per diventare migliore.

Se ricevi una pagella non buona dovresti parlare al tuo insegnante e lui ti consigliare a chi rivolgerti per avere l'aiuto che cerchi.

Se i tuoi genitori vogliono avere colloqui con gli insegnanti devono fare un appuntamento con il tuo consigliere. Il numero di telefono e il seguente - 847-0481   Est. 346

Pagelle Migliori

Se hai difficoltà in una o più materie, i genitori o il tuo insegnante o consigliere potranno fare richiesta per una pagella migliore. Ciò sarà fatto allo scopo di aiutarti a vedere in quale materia potrai migliorare e pure per tenere i tuoi genitori informati dei tuoi miglioramenti.

Promozioni

Dovresti cercare di fare del tuo meglio a scuola. Nessuno di coloro che hanno fatto del loro meglio stato mai respiuto.

Nelle classi 6, 7, e 8 devi essere promosso nelle materie principali e dimostrare interesse nelle secondarie.

Se lo studente non ragguinge questi requisiti, dovrà avere un colloquio col preside, consigliere, o insegnante.

Pagelle

L'anno scolastico è diviso in 4 periodi di 10 settimane. Alla fine del periodo di 10 settimane riceverai una pagella che dovrai portare a casa e farla vedere ai genitori.

Per ogni materia riceverai un voto che si esprime in lettere (A,B,C,D,F) e in numeri (1.2.3). Le lettere indicano il progresso scolastico e i numeri il grado del punto.

Le assenze prolungate danno un voto di 'incompleto'. Il voto incompeto puo essere rimediato, se non lo e automaticamente diventa una F.

Servizio degli autobus

Autobus

Il Ministero della Pubblica Istruzione provvede al trasporto di coloro che abitano 1 0 2 chilometri distanti dalla scuola. Viaggiava con l'autobus è un privilegio e la tua condotta da vantaggi a te e alla scuola.

L'autista sara sempre a tua disposizione. Porta sempre con te il tuo biglietto dell'autobus il quale non è trasferibile e non può essere usato da un altro studente.

Gli studenti che disturbano avranno ritirati i biglietti dall'autista. Il biglietto sarà portato in segretaria e il preside prenderà provvedimenti a riguardo.

Le seguenti regole sono state fatte per tutti coloro che usano l'autobus.

Per il conducente dell'autobus

Perchè fra il gran numero degli studenti che usano gli autobus non ci siamo evidenti è necessaria collaborazione anche da parte dei genitori e principalmente degli studenti. L'autista dovrà essere abile a fronteggiare la situazione durante la guida. In caso di disordini, pero ritirare il biglietto e conseguerlo al preside. Per le ricevezza degli studenti dovranno essere seguite le seguenti regole e i genitori dovranno collaborare discutendone con i loro ragazzi.

Per gli studenti che usano l'autobus

1. Osservare le regole del traffico quando l'autobus si avvicina alla fermata.
2. Essere in tempo alla fermata, poichè l'autobus non aspetterà.

3. Non stare in mezzo alla strada quando aspetti l'autobus allo scopo di non creare disturbi.

4. Tieni pronto il tuo biglietto, poichè dovrai farlo vedere all'autista per potervi salire.

5. Appena salito prendi subito posto.

6. Stai sempre sedutto quando l'autobus cammina.

7. Non ti sporgere troppo dai finestrini.

8. Non buttare oggetti nei fuori, nei dentro l'autobus.

9. Obbedisci sempre l'autista.

10. Paga, se procuri danni dentro l'autobus.

11. Non buttare carte a terra.

12. Non parlare troppo forte.

13. Rivolgiti sempre agli altri con cortesia.

14. Stai sempre seduto allo stesso posto.

15. Non parlare con l'autista mentre sta guidando.

16. Appena scendi allontanati subito della fermata

17. Attraversa la strada solo davanti.

18. Scendi solo alle fermate stabilite poichè l'autista non ne fara altre.

NATHAN HALE MIDDLE SCHOOL
Strawberry Hill Avenue
Norwalk, Connecticut

STUDENT HANDBOOK
For
GREEK STUDENTS

MAΘHTIKO BIBΛIO

Francis X. Murphy
Principal

Πηγένοντας στό σχολεῖο.

Ἡ πόρτες τοὺ σχολεῖου θά εἶναι ἀνυχτές στῖς 8:20. Μπένοντας στό σχολεῖο περνάται ἀπό τῖς ντουλάπες σάς γιά νά ἀφήσεται τά παλτά σας, καί νά πάρεται τά βιβλία σάς πού χρειάζεσθαι νά περάσεται τήν ἡμέρα σάς. Μετά πηγένεται στό (Homeroom).

Πρέπει νά μπένεται στό κτίριο ἀπό τήν εἴσοδος τοὺ (Auditorium) = αἴθουσα ἀκροατόν μόνον.
Ὅταν ὁ καιρός εἶναι κρύος μπορῆται να 'μπῆται στό κτίριο στῖς 8:00, μόνον στό (Auditorium) ἐκεῖ πρέπει νά καθήσεται ὡς πού να χτυπήση τό κουδούνη στῖς 8:20. Δέν μπορῆται νά μπένεται στό κτίριο προτού στῖς 8:00.

Συνέλευσις
Στό σχολικό αὐτό ἔτος θά γνορίσεται καί ἄλλους μαθητάς. Στό (Auditorium) θά δῆται πολλές ταινίες ἀπό τῖς δραματικές, καί μουσικές τάξης, καί ἄλλα μορφωτικά προγράματα.
Πηγένοντας ἤ γυρνόντας ἀπό τό (Auditorium.) βαδίζεται σιοπηλά. Στή συγκέντρωση πρέπει νά εἶσθαι εὐγενική καί νά δίχνεται καταλόησις, σέ αὐτούς πού προσπαθοῦν νά σάς ψυχαγογήσουν. Ἀκόμη καί ἄν δέν ἀρέσουν σέ σάς αὐτά τά προγράματα μπορή νά ἀρέση στούς ἄλλους, να ἔχεται ὑπομονή! Ὁ τρόπος σάς θά βοηθήση πολύ τούς ἀνθρώπους πού προσπαθοῦν νά σάς παρουσιάσουν αὐτό τό πρόγραμα, ἡ δουλία τους εἶναι δίσκολη.
Στήν τραπεζαρία
Θά τρώται μεταξή τήν 4 ἤ 5 ὥρα διά 20 λεπτά, μπορῆται νά ἀγοράσεται φαγητό ἄν θέλεται μέ .55 cents ἤ νά φέρεται σπιτικό σας ἀπό τό σπίτι σας. Μπορῆται νά ἀγοράσεται γάλα ἤ παγωτό ἄν θέλεται. Στήν τραπεζαρία θά εἶναι πάντοτε ἕνα διδάσκαλος νά σάς δίξει πού να καθίσεται, καί πότε νά σηκωθῆται. Ὅταν σάς πούνε νά σηκωθῆται πρέπει νά μπῆται στήν γραμή μέ τάξης καί νά πηγένεται πίσω στήν αἴθουσα σας μέ τό διδάσκαλό σας.

Σχολικοί κανόνες. - ἀπουσίες

Πρέπει νά προσέχεται τίς ἀπουσίες σας. Διότι πρέπει νά κάνεται ὅλα τά μαθήματα πού παραλείπεται, καί θά σας εἶναι δύσκολο, νά τά φτιάξεται χωρίς τή βοήθεια τοῦ διδασκάλου σας. Ὅταν εἶσται ἄρωστη πρέπει νά κάθεσαστε στό σπίτι σας ἕως πού νά γίνεται καλά. Στό γυρισμό σας πρέπει νά φέρεται δικαιολογητικό χαρτί ἀπό τούς γονεῖς σας ἤ κηδεμόνα σας.

Ἀπουσίες τάξεως.

Ἡ μαθηταί πρέπει νά ἀκολουθοῦναι τό πρόγραμμά τους. Παρόντες καλοῦνται σέ κάθε τάξη. Ἐάν λίπεται ἀπό τήν τάξης σας χωρίς λόγω θά καλέσουμαι τούς γονεῖς σας στό σχολεῖο, καί μποροῦνται νά φάται ἀποβολή ἀπό τό σχολεῖο.

Ὅταν ἔρχεσθαι στό σχολεῖο τό πρωΐ πρέπει να κάθεσθαι ἕως τό τέλος τῆς ἡμέρας, μόνον ὁ γυμνασιάρχης μπορεῖ νά σᾶς πεῖ νά φύγεται στό σπίτι, ἐνορίτερα. Θά εἶναι καλά να κανεταί τά ραντεβού σας μέ τούς γιατρούς μετά τῆς σχολικές ὧρες, διά νά μήν χάνεται καιρό ἀπό τά μαθήματά σας.

Ὁ νόμος λέγει πώς πρέπει νά χτυπάμαι τό κουδούνη γιά τή φωτιά. Αὐτό γίνεται γιά τήν προφύλαξή σας. Ἡ ὁδηγείες στό τί πρέπει νά κάνεται ὅταν χτυπάει τό κουδούνη εἶναι γραμμένες στό κάθε δωμάτιο καί πρέπει νά τίς ἀκολουθεῖται. Ὅταν ἀκοῦται τό κουδούνη νά βγένεται ἔξω μέ τάξη καί ἡσυχία, να ἀκολουθήσεται τόν διδάσκαλόν σας, καί νά περιμένεται ὡς πού νά σᾶς πεῖ ὁ διδάσκαλό σας να γυρίσεται πίσω στῆς τάξης σας.

Στούς διαδρόμους.

850 περίπου μαθηταί βγένουν στούς διαδρόμους σέ κάθε διάλημμα στό Ponus Ridge. Πρέπη νά βαδίζεται στά δεξειά καί νά περπατάται καί όχι νά τρέχεται ή νά σταματάται καί νά χαζέβεται, ή να φωνάζεται. Έχεται 4 λεπτά να αλάζεται τάξης καί σάς είναι αρκετά

Γυμναστική.

Ό νόμος λέγη ότι όλλοι ή μαθηταί πρέπη να κάνουν γυμναστική. Ή κανόνες έχουν ώς εξής.

Φόρμα γυμναστικής.

Ή πόλις τού Norwalk απετεί όπως όλλοι ή μαθητάι φωρούναι φόρμες, έως τό τέλος γυμνασίου. Τά ρούχα γυμναστικής πρέπη νά πλένονται μετά από κάθε παιγνίδη πρέπη νά τά φέρνεται στό σπίτη σας, γιά πλύσιμο; χορίς τή στολή δέν μπορήται νά κάνεται γυμναστική. Εάν δέν μπορήται να κάνεται γυμναστική δια λόγους υγείας πρέπη νά φέρεται δικεολογητικό χαρτί από το γιατρό, νοσοκόμα του σχολείου ή γονείς σας. Ακόμη καί άν δέν μπορήται νά κάνεται μερικές ασκήσεις ή νά παίζεται μερικά παιγνίδια χρειαζόσασθαι δικεολογητικό από τό γιατρό νοσοκόμα ή γονείς σας επίσεις.

Επίσης όλλοι σάς πρέπη νά κάνεται μπάνιο μετά από κάθε παιγνίδη, τό σχολείο έχει σαπούνη. Λεφτά ή άλλα πολύτιμα αντικείμενα πρέπη νά τά αφήνεται μέ τόν γυμναστή ή στό σπίτη σας, γιά νά μήν τά χάσεται.

Εάν τραυματισθήται ακόμη καί λίγω πρέπη νά τό πήται στό γυμναστή σάς αμέσως

Κάπνισμα.

Απαγορεύεται τό κάπνισμα στό σχολικό έδαφος εάν πιασθήται νά καπνίζεται ή να έχεται τσιγάρα επάνω σας, θά πηγένεται κατευθείαν στό γραφείο να δήται τό γυμνασιάρχη.

Θά διοχθήται ἀπό τό σχολεῖο διά ἕνα διάσθημα ἐάν πήται ἄσχημες κουβέντες ἤ κάνεται φασαρίες ἤ καπνίζεται. Ὁ γυμνασιάρχης θά σᾶς ἀποβάλη ἀπό τό σχολεῖο καί θά καλέση τούς γονεῖς σας.

Ὅταν περάση ὁ καιρός τῆς ἀποβαλῆς καί γυρίσεται στό σχολεῖο πρέπη νά περάσεται ἀπό τό γραφεῖο νά δῆται τό γυμνασιάρχη προτοῦ νά πηγένεται στῆς τάξης σας; πολές φορές χρειάζεται νά φέρεται καί τούς γονεῖς σας μαζί σας.

Ὅταν ἀργῆται.

Διά νά μπορέσουμαι νά ἐργασθοῦμαι στό Nathan Hale ὅλλοι μας πρέπη νά ἤμασται στῆς τάξης μας στήν ὥρα ποῦ πρέπη. Ἔχεται 4 λεπτά νά ἀλλάξεται τάξης σέ κάθε διάλημα, καί εἶναι ἀρκετά, δέν πρέπη νά ἀργῆται.

Ὁ διδάσκαλος μπορῆ νά σᾶς κρατήση τιμωρία ἐάν κάνεται φασαρίας, καί ἐάν δέν σταματίσεται θά σταλῆται στό γραφεῖο.

Ὅταν απουσιάζεται χωρίς νά ξέρουν ἤ γονεῖς σάς εἶναι πολύ κακό. Γιατί ψεύδεσθε στούς γονεῖς σας καί χάνεται πολίτιμο καιρό ἀπό τά μαθήματά σάς ὅλλα αὐτά ἀναφέρονται στό γραφεῖο.

Σύμβουλος ὁδηγίας = (Guidance counselor)

Τό Nathan Hale ἔχει 3 συμβούλους. Θά σᾶς δοθῆ ἕνας σύμβουλος γιά ὅλον τόν καιρό πού θά εἶσαι στό Nathan Hale.

Ὁ Σύμβουλος ἐργάζεται μέ τούς γονεῖς καί διδασκάλους σας καί προσπαθεῖ νά σᾶς βοηθήση, ἐνδιαφέρεται γιά σᾶς καί γιά τό μέλλον σας. Σᾶς κατατοπίζει μέ ὅλα τά διδακτικά προγράμματα πού ὑπάρχουν, καί τό πρόγραμμα τοῦ σχολείου. Μπορεῖται νά μιλήσεται στόν σύμβουλο τοῦ σχολείου καί νά ζητήσεται τή γνώμη του διά ὁποιο δήποτε μάθημα ἤ πρόβλημα σᾶς ἀπασχολεῖ γύρω ἀπό τήν μόρφωσίν σας.

Ὅταν θελήσεται νά δῆτε τόν σύμβουλο, γράφεται τό ὄνομά σας σέ ἕνα κομμάτι χαρτί τό νούμερο τοῦ homeroom καί τό ρήχνεται στό γραμματοκιβώτιο πού βρήσκεται στό γραφεῖο, καί ἐκεῖνος θά σᾶς καλέση μόλις μπορέση νά σᾶς δῆ.

Ὅταν ἀδιαθετεῖται.

Ἡ νοσοκόμα τοῦ σχολείου μπορεῖ νά σᾶς δώση τίς πρῶτες βοήθειες, ὄχι φάρμακα.

① Ἡ μαθηταί τῆς 7 τάξεως πρέπει νά κάνουν ἐξέταση ἀπό τόν οἰκογενειακόν ἤ σχολικόν ἰατρόν.

② Ἡ πόλις τοῦ Norwalk σᾶς βγάζη ἀκτίνες, καί σᾶς κάνει ἐξέτασης φυματιώσεως δωρεάν. αὐτό πρέπει νά γίνη ἀπαραιτήτως.

Ἀσφάλια.

Στήν ἀρχή τῆς χρονιάς μπορεῖται νά ἀγοράσεται ἀσφάλια ἄν θέλεται. ἄν ἔχεται κανένα ἀτύχημα στό σχολικό ἔδαφος ἡ ἀσφάλια θά σᾶς ἀποζημιώση. Ὅλοι οἱ ἀθληταί πρέπει νά ἔχουν ἀσφάλια.

Στή Βιβλιοθήκη

Ἡ βιβλιοθήκη τού σχολείου σάς είνα πολύ σπουδαίο κομμάτι τού σχολικού προγράμματος, καί είναι καλή ἰδέα νά πηγένεται συχνά. Ἡ κανονισμοί είναι ἡ ἑξῆς.

1) Ἡ μαθηταί πρέπη νά μπένουνε στήν βιβλιοθήκη, 10 λεπτά πρίν ἀπό τό τελευταίο κουδούνι, καί μετά ἀπό τό σχολείο χορίς ἄδεια. Όλες τίς ἄλλες φορές χρειάζεσται ἄδεια.

2) Δικεούσασται 2 βιβλία τή φορά. Γιά βιβλία πού δέν ἐπιστρέφωνται στήν ἡμέρα τους πληρώνεται 2 σέντς τήν ἡμέρα, δια όσες ἡμέρες τά καθυστερήται. Όσα βιβλία χάνονται πρέπη νά πληρωθούναι στήν τιμή τους.

3) Πρέπη νά ὑπάρχη ἡσυχία μέσα στήν βιβλιοθήκη διότι ἡ ἄλλη μαθηταί Χρυάζονται καθιέρωσις.

Γιά νά γίνεται καλή στό διάβασμα πρέπη νά διαβάζεται. Είναι καλή ἰδέα νά πηγένεται στήν βιβλιοθήκη.

Σχολική ντουλάπα.

Στήν ἀρχή τού σχολικού ἔτους θά σάς δωθή μία ντουλάπα, ὅπου θά τήν χρισιμοποιήται γιά τά βιβλία σας, παλτά σας, καί ἄλλα σχολικά πράγματα.

Ἡ ντουλάπες αὐτές ἀνοίγονται μέ ἀριθμούς, δέν πρέπη κανένας ἀπό τούς φίλους σας νά ξέρη τούς ἀριθμούς σας, διότι μπορή νά είναι φίλη σάς τόν Σεπτέμβριο καί νά μήν είναι φίλη σάς τόν Ἰούλιο. Ἡ ντουλάπες σας πρέπη να είναι καθαρές, πρέπη νά τίς καθαρίζεται τακτικά. Μπορήται νά πάται στήν ντουλάπα σάς τό πρωί πρίν νά πάται στά (homeroom) ή πρίν ἀπό τό φαγητό σας. Τίς ἄλλες φορές πού πηγένεται πρέπη να ἔχεται ἄδεια ἀπό τό διδάσκαλό σας.

Πράγματα πού χάνονται καί βρίσκονται. Αὐτό τό τμήμα βρίσκεται στό γραφείο. Παρακαλήσται ὅταν βρίσκεται πράγματα νά τά φέρνεται στό γραφείο. Διότι ἄμα χάσεται κάτι δικό σας, θά θέλεται καί τούς νά σάς τό δίνουνε. Ἐάν χάσεται κάτι μπορήται νά τό ζητήσεται ἀπό τό γραφείο, τό πρωί πρίν νά ἀρχίση τό σχολείο ή μετά. Χρειαζώσασται ἄδεια ἀπό τό διδάσκαλό σας. Ἄλλες τίς φορές.

Πολά ἀπό τά χαμένα πράγματα δέν ζητοῦνται. π.χ. καλτσά, γάντια, ροῦχα γυμναστικῆς καί ὅλλα ἀκριβά πράγματα. Διότι δέν ζητοῦνται μετά ἀπό λίγω καιρό τό δίνωμαι σέ φιλανθρωπικά ἱδρίματα.

Βαθμολογία.

Ἐνημερωτικὰ χαρτία.

Ὅταν ἡ βαθμὴ σας εἶναι καλή, θέλουμαι ὅλλοι νά τό ξέρουνε. Εἶναι μεγαλη ἀναγνώρισης διά τοὺς καλοὺς μαθητάς. Τά ἐνημερωτικά χαρτια ὑπογράφωνται ἀπό τὸν γυμνασιάρχη καί τὸν διδάσκαλο τοῦ (homeroom).

Ὅλλα τά ὀνόματα τῶν καλῶν μαθητῶν τά βάζουμαι στὴν ἐφημερίδα, καί ἄν τά βάζουμαι ὅλλον το χρόνο στό τέλος τῆς χρονιας πέρνετα βραβίο.

Ἀξιτίμισης γιά καλοὺς βαθμούς.

Ἡ καλή βαθμή ἔχουν ὡς ἑξῆς, εἶναι τριῶν τύπων.

Πολύ καλή βαθμή, καλή καί γιά προσκλάδια.

Βαθμολογία.

3.4 βαθμολογία τῆς τάξεως εἶναι κατά μέσον ὅρων ἢ καλύτερη στά πιό σπουδαῖα μαθήματα*

2 κατά μέσον ὅρων εἶναι ἡ καλύτερη προσκλάδια γιά ζωγραφική καί γυμναστική.

Τιμή

3.0 βαθμολογία τῆς τάξεως εἶναι κατά μέσον ὅρων καλό γιά σπουδαῖα μαθήματα.

2 κατά μέσον ὅρος εἶναι καλύτερη προσκλάδια γιά ζωγραφική καί γυμναστική.

Βαθμή.

A = 4
B = 3
C = 2
D = 1
F = 0

* Ἀγγλικά, κοινωνικαὶς σπουδὶς = (Social Studies), μαθηματικά, φυσικά, ξένες γλῶσσες.

** Ζωγραφική, μουσική, βιομηχανικά, νοικοκυριό, ὑγεία, γυμναστική. Ὅταν ὁ μαθητής δὲν συμπληρώση τά μαθήματά του δὲν μπορῆ νά πάρη τιμητική βαθμολογία μέχρης ὅτου νά συμπληρώση τά μαθήματα του.

Χρονική τεχνική βαθμολογία.
Η κακή βαθμή τού έτους, στηρίζονται στήν 5' βαθμολογία ποί ορίζεται στήν τελευταία στήλη.
Στήν τελευταία στήλη δέν υπάρχει βαθμολογία γιά τήν διαγωγήν καί προσπάθειά σας. 'Η τελευταία βαθμολογία είναι εκείνη πού γράφεται στά [illegible] χαρτιά τού μαθητού.
Μεσίου χρόνου ειδοποίησις.
Τό ποιο κακά πάτε στό σχολείο δέν είναι γνωστικό. καί εάν θέλεται να φωνήσετε τόν διδάσκαλόν σας διά τήν αποτυχία σας μπορείται.
Βαθμολογείσται 4 φορές τό χρόνο. Μέσον τού χρόνου. ή ειδοποίησις στέλνονται στά σπίτια σας. Αυτό γίνεται ούτος όσται ή γονείς νά ξέρουνε πώς πάτε στό σχολείο. Αυτά στέλνονται γιά νά μπορέσουνε ή μαθηταί νά διορθώσουν γιά να μήν πάρουν κακούς βαθμούς.
Εάν πάρεται χαρτί πού σας ειδοποιεί πώς πρέπει να κάνεται μεγαλύτερη προσπάθεια πρέπει νά τό συζητίσεται μέ τούς διδασκάλους σας.
Εάν ή γονείς σας θέλουνε νά μιλήσουνε μέ τούς διδασκάλους σας μπορούνε νά κάνουνε ραντεβού μέ τόν. (Guidance counselor). Το τηλέφωνον είναι 847-0481-
'Αρθ. 346.
Εάν τά παιδιά έχουν δυσκολίες μέ τά μαθήματά τούς πρέπει νά τό πούνε στόν (Guidance counselor) ή στόν διδάσκαλο. Αυτό είναι βοήθησι γιά τούς μαθητάς. Αυτοί θα σάς ειδοποιήσουν εάν πάτε καλύτερα
'Αξιώματα:
Πρέπει να προσπαθείται σέ όλα τά μαθήματά σας Στής τάξης 6.7 καί 8 πρέπει νά περάσεται τά σπουδαία. μαθήματα. καί τά άλλα βιβλία.
όσοι μαθηταί δέν κάνουνε εκείνα πού πρέπει εξετάζωνται από τό γυμνασιάρχη, (Guidance counselor), καί διδάσκαλο.
Έλεγχους
Ό σχολικός χρόνος έχει 40 εβδομάδες. Διαιρίται σέ 4 δέκα εβδομάδες. Στό τέλος κάθε 10 εβδομάδου πέρνεται έλεγχους. Πρέπει νά πάτε τούς έλεγχους στό σπίτι σας νά τούς δίξεται στούς γονείς σας

Διά κάθε μάθημα δίνεται ἕνα γράμμα (A, B, C, D, E, F, S.) καί ἕναν ἀριθμό 1, 2, 3. Τά γράμματα δείχνουν τούς βαθμούς σας καί ὁ ἀριθμός τήν προσπάθειά σας.

Οἱ δικές ἀπουσίες βαθμολογοῦνται μέ ἀσυμπλήρωτους βαθμούς. γιά αὐτό πρέπει νά συμπληρώσετε ὅλα τά μαθήματα πού χάσατε, διότι στό τέλος θά πάρετε F.

Σχολικό λεωφορίου.

Ή επιτροπή τού σχολείου διαθέτη συγκοινωνία δία τούς μαθητάς πού είναι ενάμιση μίλη μακριά από τό σχολείο.

Πρέπει να ακούται τόν όδηγό, καί πρέπει νά έχεται πάντοτε μαζύ σας τήν κάρτα τού λεωφορίου γιά να μπήται μέσα. Ποτέ δέν πρέπει να δανίζεται τήν κάρτα σας σε άλλους.

Δία τους μαθητάς πού κάνουν φασαρία στό λεωφορίο χάνουν τήν κάρτα τους καί τιμωρούνται από τό σχολείο.

Αυτοί είναι οι κανόνες πού πρέπει νά ακολουθήται στό λεωφορίο.

1) Νά ακούτε τούς νόμους όταν φτάνεται στό λεωφορίο.
2) Νά ήσται μέ τήν ώρα σας εκεί, διότι τό Bus= λεωφορίο δέν περιμένη.
3) Νά περιμένεται στό πεζοδρόμιο χωρίς φασαρίες.
4) Νά έχεται τίς κάρτεσας έτιμες νά μπήται στό λεωφορίο, διότι δέν μπορήται να μπήται χωρίς κάρτα.
5) Μπήται στήν γραμμή μέ τάξη, καί καθίσται μόλης μπήται μέσα.
6) Νά καθόσαστε στίς θέσις σας όταν τό λεωφορίο κινήται
7) Κρατίστε χέρια καί κεφάλια μέσα στό λεωφορίο.
8) Μήν πετάται πράγματα μέσα ή έξω από τό λεωφορίο.
9) Νά ακούται πάντοτε τόν όδιγώ.
10) Εάν κάνεται καμία ζημία στά καθίσματα κ.τ.λ. πρέπει νά τήν πληρόσεται
11) Κρατήσται τό λεωφορίο καθαρό.
12) κάνεται μεγάλη ησιχία
13) Νά δίχνεται ευγένια στόν όδιγό καί τούς μαθητές
14) Νά καθόσαστε στήν ίδια θέση μέχρη όπου νά κατεβήται
15) Μήν μιλάται στόν όδιγο όταν όδιγη.
16) Νά φύγεται από τή στάση τού λεωφορίου μόλης κατεβήται
17) Νά περνάται απέναντι στό δρόμο από μπροστά τού λεωφορίου.
18) Κατεβαίνεται από τό λεωφορίου εκεί πού σταματάη, δέν κάνη ιδικές στάσης διά τόν κάθε ένανε. . . .

PONUS RIDGE MIDDLE SCHOOL
Norwalk, Connecticut

PARENT BROCHURE

Lawrence F. Cafero
Principal

Dear Parents:

The following material has been prepared for your general information. The description of courses and the notices that schools usually send tp parents, are written in your native language, so that you are able to understand fully our program and services.

Sincerely yours,

The School Staff

POMUS RIDGE MIDDLE SCHOOL

Queridos Padres de Familia:

El siguiente material ha sido preparado para su informacion general. La descripcion de cursos y los avisos, que las escuelas envian usulamente a los padres de familia, han sido escritos en su idioma natal, de esta manera usted puede comprender de ileno nuestro programa y servicios.

Sinceramente,

El Personal Escolar

Cari Genitori,

Il seguente materiale e stato preparato per informazioni generali per voi. Le descrizioni delle materie e gli annunci che le scuole mandano d'abitudine ai genitori sono scritti nella vostra lingua nativa cosi voi potrete capire bene i nostri programmi e servizii.

Distinti saluti,
La scuola

BRIEF DESCRIPTION
OF
SUBJECT OFFERINGS AND SERVICES
IN THE
NORWALK MIDDLE SCHOOL

EAGLE-A
TYPE-ERASE

PONUS RIDGE MIDDLE SCHOOL

PHILOSOPHY

Ponus Ridge Middle School dedicates itself to provide planned and varied educational experiences which will enable all students to recognize their own needs and to meet, according to individual abilities, their opportunities and obligations as mature citizens capable of accepting themselves, accepting others, and accepting the responsibility for their own decisions. Since we realize that the world is ever changing, we believe that it is our responsibility to prepare our students to meet the heavy demands that will be made upon them as the world grows smaller and the body of knowledge necessary for their own and our country's survival, increases.

In an earlier society, values stemmed largely from the home environment, and we are hopeful that they still do today. However, facing realistically a world of shifting values and emerging diverse cultures, the school has greater awareness and perception than ever before of its role in preparing students to adequately meet adulthood.

FOREWORD

The enclosed pages contain a brief overview of the courses, services and special programs offered at the Ponus Ridge Middle School.

It will be the aim of our staff to have a program involving close communications with the parents of our students -- for only in such a program can the effectiveness of all our total efforts be achieved. It is essential that the student realizes a common bond between home and school. The staff at Ponus Ridge are eager to work with all of the parents toward this goal.

Sincerely,

LAWRENCE F. CAFERO
Principal

We believe that the school is the center for a whole series of learnings designed to bring about in the student the optimum aesthetics, standards, judgements, and values, without which the magnitude of great thoughts and ideas of the past and present cannot become part of the student's heritage.

Furthermore, we believe that the inner process of the student's development will manifest itself externally in his vocations, avocations, associations, ethics, and aesthetics, and in his contributions to the home, the community, the nations, and the world. The enlightened, humane, and scientific minds of our future citizens will strongly influence the destiny of the individual and society.

We believe that education is a continuing process and that the secondary school is charged with the responsibility of meeting certain educational needs of its students. They need to learn to live with other human beings in their natural and scientific environment. Students need to learn to think logically and to express themselves clearly. They need to master basic tools and skills. They need to learn to live aesthetically and to use their leisure time well.

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We believe also, that the secondary school should try to develop within the student, a desire for further intellectual growth. In addition, the school should provide opportunities for students to experience satisfactions and a sense of accomplishment. Finally, the school should help its students make a worthwhile contribution to society. Among the practices and procedures used to accomplish these objectives are:

1. Guidance services, which through counseling and self study, help the student select a program of studies appropriate to his interests and abilities.

2. The establishing of a flexible curriculum to meet the needs and abilities of a heterogeneous group of students.

3. The provision of varying levels of difficulty in basic subject fields so that the student may be challenged according to his ability.

4. A sports, health, and extra-curricular program to aid the student in personal and social adjustment and to guide him in the wise use of leisure time.

5. A planned program of physical fitness.

6. The establishment of rules and regulations to develop self-discipline and decision-making ability within the student.

7. The selection of a well-trained, well-informed faculty aware of student's needs and problems, and their relationship to the needs of society.

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LANGUAGE ARTS

The Language Arts program for the middle school has two major goals. The first is to provide the boys and girls with the fundamental skills of communicating effectively. Spelling, punctuation, and grammar are taught with the purpose of improving written composition. The second goal is to expand the students' interests in reading through an interdisciplinary approach to literature. Students reap materials related to the subject content in other areas such as social studies or science. If we achieve these goals, by the end of the eighth grade, students should be able to express their thoughts clearly at their level of ability.

SOCIAL STUDIES

The Social Studies are essentially concerned with the lives of human beings. In each subject the theme is man's relationship to his fellow human beings and relationship with his surroundings. Geography is a study that focuses on selected world areas. History is a study that views the fundamental ideas and events of man from a broad framework.

The different times, places and circumstances that have influenced man's life are studied with the hope that students will come to better understand themselves and others.

The following describes each grade's work:

6th GRADE

This grade has as its basic aim the giving of middle school students an understanding of Western Man's development from ancient river civilization to modern nation states.

A multitext approach will be used with the stress on teaching concepts (ideas). This will involve detailed studies of economy, government, society and philosophy.

Students will have ample opportunity to work at their own level of achievement. They will work in groups and on an individual basis while working on projects or reports.

7th GRADE

Students of this grade will be learning about world geography and world culture. The various countries, their climate, population and contemporary problems will be studied.

As with other grades within the Social Studies discipline a multitext approach will be used. Materials will have a broad appeal for all students.

8th GRADE

After a review of colonial life, a deeper study of U.S. history from the founding fathers to the Civil War is made.

A considerable period of time is devoted to the structure of the Federal and States government. Materials that stress a major theme in American History such as Slavery, Nationalism, will be accented rather than teaching straight chronological history.

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MATHEMATICS

The basic philosophy of the sixth, seventh and eighth grade mathematics programs is to develop students' understanding of mathematics and to help them acquire mathematical skills. The skills and thought processes that are important in the everyday world as well as in the world of mathematics are carefully developed.

The mathematics curriculum offers the following features:

1. Continued maintenance, review, and extension of all computational skills.
2. Addition, subtraction, multiplication, and division of fractional numbers retaught and amplified for mastery.
3. Informal geometric concepts are reviewed and enlarged to include the various aspects of the measurement of angles, areas, volumes, lengths, and perimeters.

4. Addition, subtraction, multiplication, and division of decimals are carefully and extensively developed.

5. Graphing data and work with both the number line and number plane are taught.

6. A systematic method of problem solving includes fractional numbers, decimals, and percents.

7. Ratio, proportion, probability and integers are all introduced.

The program is individualized by permitting students to perform in the program at the level best suited to their needs and achievements.

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SCIENCE

6th GRADE

An inquiry program whereby students are required to seek out answers in areas such as Astronomy, Simple Machines, Embryology, etc. THERE IS NO TEXTBOOK!!!!

7th and 8th GRADE

The 7th and 8th grade programs are laboratory oriented with a sequential curriculum from grades 7 - 9. Students are required to work as scientists do. The students must measure and observe, analyze, seek causes, test analytically, and discover patterns of his environment. The textbook used is Patterns and Processes, Book I and II, by Brock, Paulsen and Weisbrock.

FOREIGN LANGUAGE

The languages taught are French and Spanish. Level I comprises the three years of instruction.

Foreign language students acquire the fundamentals of reading, writing, listening, and speaking. Listening and speaking skills are introduced immediately, thus helping to reduce errors in pronunciation when the student sees the printed word for the first time. Students learn the foreign language sound system, short dialogues (for rhythm, fluency, and vocabulary), listen to taped native speakers, and practice with records. Reading begins with the recombination of familiar materials in the form of short dialogues and progresses to narratives which introduce new vocabulary. All oral work is reinforced with written practice.

Students are given cultural experiences through the medium of selected field trips.

COEDUCATIONAL UNIFIED ARTS

Home Economics and Industrial Arts

Introduction

Coeducation for Industrial Arts and Home Economics will be based on the premise that students of this age level require exposure to a different variety of materials than are usually found in these courses. The students will be introduced to a program with a dual approach: exploration into the world of work and learning skills in contemporary living. From these the student can put home skills learned to immediate use and can later select the direction that best fits his needs for a career when electing courses at the high school level.

Boys and girls in the course will come from varying environments both from within and outside the school experience. Each student may be at a different stage of development with a great variety of ability within each class. Girls can help teach boys about foods and clothing lab equipment while the boys can guide the girls in the Industrial Arts Shops. The teacher can organize the lesson to fit the

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different backgrounds and needs of the students taking advantage of those whose skills are at higher levels in specialized areas.

Program Objectives

1. To provide coeducational learning activities in Industrial Arts and Home Economics for middle school students.
2. To form a partnership in learning for boys and girls in the Industrial Arts and Home Economics fields.
3. To provide numerous opportunities for boys and girls to share knowledge and skills in common consumer competencies in the related arts fields.
4. To open new avenues of learning in practical arts in which boys and girls share a mutual concern.
5. To investigate and explore methods of implementing unified arts courses that would function in co-ed groups.

COEDUCATIONAL UNIFIED ARTS (continued)

INDUSTRIAL ARTS

The Industrial Arts course is an introduction to the industrial world. Its purpose is to acquaint students with many industries. Students will learn what jobs are available in these industries. They will work with many materials and learn how to use tools and equipment safely. With these tools and materials they will learn how to design and build a variety of projects.

As they explore the industrial areas, students may also find an interesting hobby. They may decide to continue their studies in one or more of these areas. They may also develop an interest in one of the many jobs that industry offers. Millions of people daily produce industrial products from materials similar to those with which the student will be working.

In the study of Industrial Arts the student will:

1. Develop an interest in industry.

2. Develop hand-tool and machine-tool skills.

3. Develop safe working habits.

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4. Develop an appreciation of good design, quality workmanship and the knowledge of how to select industrial products wisely.

5. Develop orderly procedures.

The industrial arts areas taught at the middle schools are: Woodworking, metalcrafts and graphic arts. In Graphic Arts trade drawing and printing are emphasized.

COEDUCATIONAL UNIFIED ARTS (continued)

HOME ECONOMICS

The middle school Home Economics program is designed to:

1. Assist the students in learning the skills necessary to live in our fast-changing society.
2. Assist the students in learning how to live and grow among our families and neighbors.
3. Assist the students in learning to choose real values and how to grow towards maturity and civic responsibility.

The Home Economics program at the middle schools will cover two areas: Foods and nutrition in one room where the students will learn to plan and prepare parts of, or, entire meals. Sewing and clothing construction in the second room where the students will learn how to sew by hand and by machine, and will construct a sewing project.

Related Arts Night in May gives the students an opportunity to show parents and neighbors the projects completed during the year.

FINE ART

Art in the middle school is founded upon the premise that the pupils of this age level require exposure to a great variety of materials in order to later make an intelligent selection of high school elective art courses. The students will also learn to use the principles of art creatively without overemphasizing the approach.

The sixth and seventh graders will be exposed to a great variety of short-term activities, for example: oil paints, acrylics, wood, etc.

The eighth grade students will be ready for the long-term projects, the studio classes, wherein several media are in use simultaneously.

VOCAL MUSIC

The Vocal Music Department contains general music and chorus.

The general music area covers several activities. The two activities, singing and listening, are the most important parts of the music program. Popular and serious music are chosen for singing and listening; students help in the selection of music. General music classes listen to music from different areas and, therefore, learn about the history of music from early to later times. Through the playing of melody, rhythm, and keyboard instruments, the students create their own accompaniments to music. Fundamentals of music are also covered. Hopefully, when the students leave the general music program, they have skill in reading music and interpreting musical symbols.

All grades are involved in the choral program. There are two main concerts a year, one at Christmas and one in the Spring. The choruses perform at different elementary schools sometime during the year.

A field trip is planned one time during the year. (Students have an opportunity to attend an opera or a musical.)

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HEALTH PROGRAM

The Health curriculum at the middle schools involves a complete study of the individual in terms of his five dimensions -- physical, emotional, spiritual, social, and intellectual. Each area is studied in detail and then applied to aspects of daily living, behavior, various problems, people, and the like.

Through this approach it is hoped that each student will, in some way, gain a better understanding of his person.

PHYSICAL EDUCATION PROGRAM

The middle school Physical Education Program is a threefold program. Part one consists of the physical education class, in which instruction is offered in a combination of team sports and individual activities and self-testing activities.

Part two of the program is the intramural program where competition is offered to students after the school day with students of the same grade and ability level. Activities offered in the instruction program are offered in the intramural program.

The third area is the inter-school program, that affords the opportunity to compete with outstanding students from other schools in the area in a number of different activities and sports play days.

It is the hope of the physical education staff that this type of program will meet the needs of all the students and give them a well rounded physical education experience.

THE LEARNING CENTER

The Learning Center comes under the category of Tutorial Assistance. It's purpose is to service the student with a learning problem as evidenced by a behavioral deviation or an academic failure. Due to its remedial nature, the Learning Center has been commonly misinterpreted as the remedial reading or "extra-help" class. One of the greatest assets of the Learning Center is that it is highly individualized with a class consisting of 1, 2, or 3 students. The purpose of the center is to build basic academic and perceptual skills and the method of teaching is one that works best for a specific child.

Much remedial and low level high interest material is used in order to attract the otherwise turned-off child in the area of communication arts. The objective is to at best minimize the child's disability or at least to help him overcome disability and function successfully in the other classrooms.

THE LEARNING CENTER (Continued)

The Learning Center also serves a purpose for pupils with special projects assigned in regular subject classes. The center affords them a place where they may consult with a teacher in the subject area involved and work on their project.

SPECIAL INSTRUCTIONAL SERVICES

English-As-A-Second-Language

This is a program in which we have the services of a teacher on a part-time basis to help those students of Spanish, Greek, Italian or other ethnic groups to learn English as quickly as possible.

Speech Therapy

We have the services of a speech therapist for six-week periods, three days a week, to help students who have minor speech problems.

Visually Handicapped Students

We have the services of a teacher for legally blind students in our building to assist them with subject materials both in braille and in regular print. The teacher comes to the school two or three times a week.

LIBRARY

The library is a large, bright sunny room, containing approximately thousands of volumes, thirty-five (35) magazines and extensive clipping and pamphlet file. All materials are fully catalogued so that they are readily available when needed.

The objective of the library program is threefold.

1. Provide books and other materials (pamphlets, magazines, audio-visual items) to supplement the school's educational program.

2. Help the pupils develop an interest in reading, and stimulate interests in many subjects (displays, bulletin boards, book-lists).

3. Teach pupils not only how to use their school library, but how to use all libraries -- a skill they will need in high school, college and later-life. This is accomplished through a carefully planned schedule of instruction for each grade, so that by the time these boys and girls reach high school they are on familiar terms with the Dewey Decimal Classification System, they know the function and purposes of the card catalog and all the mysteries of the Reference books, pamphlet file and the magazines and their indexes.

HEALTH SERVICES

The School Nurse

The object of our school health program is to assist each child to attain his greatest degree of physical, social, mental and emotional health.

In addition to the daily first aid and emergencies, the nurse is responsible that the state law for physical examinations be carried through, that necessary immunizations are offered, and vision and hearing screening is done.

She is in frequent contact with physicians and parents, particularly with regard to those children who have special needs because of their physical condition.

SOCIAL WORK DEPARTMENT

The school Social Worker is a member of an interprofessional school team which seeks to understand and help children who are having difficulty using the resources of the school effectively. This involves working with parents, teachers, guidance counselors, the Planning and Placement Team, and outside community agencies in order to understand the child, his problem, the family, and others in the child's environment who may have an impact on the child and his functioning.

BAND PROGRAM

The Band Program tries to touch upon current band literature, as well as expose students to some of the more traditional composers.

Students start lessons on band instruments in the 6th or 7th grade with the intention of becoming a member of the band the following year. Each pupil has one lesson a week. This lesson is taken with other students playing the same instrument. In January the beginning student has an opportunity to play in the Preparatory Band. If the student progresses quickly, he will be asked to join the Concert Band.

The Concert Band performs numerous concerts: a half-time show with the McMahon H.S. Band at a football game, a Christmas concert, a Concert Band Festival with the Roton, Franklin and McMahon Bands, a Spring Concert, concerts at the elementary schools that feed into the various middle schools, marching on Memorial Day and playing at Graduation.

BAND PROGRAM (Continued)

Besides the more traditional large concert band, we offer smaller musical ensembles. The jazz ensemble trains students in the jazz idiom and has become a popular group. It performs at all concerts as well as at the Ponus Jazz Band Festival. There is also a rock band that will play at some concerts this year. Both these groups rehearse after school.

The basic idea of the band program is to help our students become more well rounded individuals. Music enables students to show creativity and talent that many of us don't realize our children possess. It teaches students how to work with others towards a common goal, as well as having the pleasure and enjoyment of making music with others.

ORCHESTRA - STRINGS

Our orchestra is a learning and performing group. The music that we prepare and perform runs the gamut from classical (J.S. Bach) to popular (Aura Lee & California Dreamin'). In our weekly rehearsals, we emphasize growing musicianship, listening more acutely to ourselves and to the group, improving on tone and technique, and balancing our individual part with the entire ensemble.

We have given a winter program -- once for parents in the evening and once for the students. In the Spring we also have a special program for parents and members of the community, at which time different groups of the orchestra perform.

Each year we hope to play at all the elementary "feeder" schools, and perhaps to have a Middle School Orchestra Festival at the end of the year.

ORCHESTRA - STRINGS (Continued)

String lessons are given on a rotating basis. It is hoped that "feeder" schools will supply a constant influx of string students with one and two years of experience, for, an orchestra should be built on a foundation of strings. Our continuing instruction at the middle school level emphasizes advancement of technique and the beginning of small chamber ensembles.

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PONUS RIDGE MIDDLE SCHOOL

HUNTERS LANE
NORWALK, CONN. 06850

(203) 847 - 0481 Ext. 346

DESCRIPSION BREVE
De
Asignaturas ofrecidas y Servicios

Lawrence F. Cafero
Director

Thomas E. Slade
Asistente del Director

Las paginas adjuntas contienen una breve revision de los cursos, servicios y programas especiales ofrecidas por Ponus Ridge Middle School.

El proposito del personal docente sera de un programa que evolucre una comunicacion cercana con los padres de familia de nuestros estudiantes; pues solamente un programa asi puede ser efectivo. El esfuerzo total puede ser logrado.

Es esencial que el estudiante conozca el vinculo comun entre hogar y escuela.

El personal docente de la Ponus Ridge esta ansioso de trabajar con todos los padres de familia hacia esta meta.

Sinceramente,

LAWRENCE F. CAFERO
Director

ARTES LINGUISTICAS

El programa de arte lenguistica para la escuela mediantiene dos metas principales. La primera es para proveer a los jovenes con las destrezas fundamentales para comunicarse efectivamente.- Deletreado, puntuacion y gramatica son impartidos con el proposito de mejorar las composiciones escritas. La segunda meta es -- agrandar el interes de los estudiantes en la lectura por medio - de un acercamiento interdisciplinario a la literatura. Los estudiantes lèen asignaturas con relacion a otras areas, con estudios sociales y educacion cientifica. Si logramos estos propositos al final del octavo grado los estudiantes podran expresar sus pensamientos con claridad en su nivel de habilidad.-

ESTUDIOS SOCIALES

Los estudios sociales estan esencialmente interesados en la vida de los seres humanos. En cada asunto el tema es la relacion del hombre con sus semejantes y sus alrededores. La Geografia es un estudio que enfoca aereas seleccionadas del mundo. La historia es un tratado que enfoca las ideas y eventos fundamentales del hombre desde un campo mas amplio.-

Los diferentes tiempos lugares y circunstancias que han influenciado en la vida del hombre son estudiados con la esperanza de que los estudiantes lleguen a comprenderse mejor asi mismo y a otros.-

Seguidamente describimos el trabajo de cada grado:

6 GRADO

Este grado tiene como objetivo basico dar a los estudiantes de la escuela media una comprension del adelanto de los hombres del oeste desde la civilizacion del rio antiguo hasta las modernas naciones y estados.-

Una variedad de libros sera usado para abordar con realce ensenando conceptos e ideas. Esto abarcara estudios detallados de economia,gobierno, sociedad y filosofia.-

Los estudiantes tendran amplia oportunidad de trabajar en sus propios niveles de conocimiento trabajaran en grupos y sobre bases indivuduales cunado este trabajando en proyectos y deportes.

7 GRADO

Los estudiantes de este grado estaran aprendiendo acerca de la geografia del mundo. Los diferentes paises, sus climas, poblacion y problemas contemporaneos.-

Como en otros grados dentro de la discplina de los estudios sociales sera usada una variedad de libros para el acercamiento en la materia. Dichos materiales tendran amplio alcance para todos los alumnos .-

8 GRADO

Despues de un repaso de la vida colonial se hace un estudio profundo de los Estados Unidos desde los padres fundadores hasta la guerra civil.-

Un periodo de tiempo considerable es dedicado para la estructura de los estados federales y gubernamentales . Materiales que -

enfatizan un mayor tema en la historia americana tales como: Esclavitud, nacionalismo, seran acentuados antes de ensenar historia -- cronologica directamente

MATEMATICAS

La filosofia basica de los programas de matematicas del sexto septimo y octavo grado es para desarrollar en los estudiantes el - comprendimiento de las matematicas y ayudarlos a adquirir habilidad matematica.-La destreza y razonamiento que son importantes en el -- mundo de cada dia como tambien en el mundo de las matematicas son cuidadosamente desarrollados-

El programa de matematica ofrece los siguientes temas:

1. Mantenimiento continuo, revision y extension de todas las - habilidades para computar.-

2. Suma, resta, multiplicacion y division de numeros fraccionarios son repasados y amplificados para dominacion.-

3. Conceptos de geometria informal son repasados y ampliados - para incluir los varios aspectos de medidas de angulos, areas, volumen, longitud y perimetro.-

4. Suma resta, multiplicacion y division de decimales son cuidadosamente ampliados y ensenados.-

5. Grafica de datos y trabajo con ambos numeros y lineas y planos son ensenados.-

6. Un metodo sistematico de la solucion de problemas incluye - numeros fraccionarios, decimales y porcentajes.-

7. Razon, proporcion, probabilidad e interes son introducidos-

El programa es individualizado para permitir a los estudiantes actuar en el nivel mas adecuado a sus necesidades y conocimientos.-

CIENCIA

6 GRADO

Un programa de informacion donde los estudiantes estan requeridos para buscar respuestas en areas tales como, astronomia maquinas simples, embriologia etc. NO HAY LIBRO!!!!!

7 y 8 GRADO

En elseptimo y octavo grado los programas son; laboratorio orientado en una forma secuente.-

Los estudiantes son requeridos para trabajare como lo hacen los cientificos.-

Los estudiantes deben medir observar y analizar, buscar causas, probar analiticamente y descubrir desenos de sus ambientes- el libro usado es DISENOS Y PROCESO libro I y II, por BROCK PAULSEN Y WEISBROCK.-

LENGUAJES EXTRANJEROS

Los lenguajes ensenados son: Frances y Espanol. El nivel I comprende los tres anos de instruccion.-

Los estudiantes de lengua extranjera adquieren los fundamentos de lectura,escritura, escuchar y hablar. Las habilidades, escuchado y hablado son introducidas inmediatamente, ayudando a reducir errores en la pronunciacion cuando el estudiante ve la palabra empresa por primera vez. Los estudiantes aprendene el sistema de sonido del lenguaje extranjero, dialogos cortos (para ritsmo fluides y vocavulario) la lectura empieza con la reconbinacion de materiales familiares en forma de dialogos cortos y relatos progresivos que introducen nuevo vocabulario. Todo trabajo oral es reforzado con la practica -- escrita.-

Los estudiantes reciben experiencias culturales por medio de - viajes a campos seleccionados.-

ARTES COEDUCACIONALES UNIFICADAS

ECONOMIA DEL HOGAR Y ARTES INDUSTRIALES

Introduction: Coeducacion para Artes Industriales Y Economia del hogar estara basada en la premisa de que los estudiantes de este periodo requieren orientacion a una diferente variedad de materia que sera usualmente encontrada en esos cursos.
Los estudiantes seran introducidos a un programa con doble acceso: exploracion dentro del mundo de trabajo y aprendiendo habilidades hogarenas por uso inmediato y mas tarde pueden elegir la direccion que mejor favorezca sus necesidades para una carrera cuando seleccione cursos en le nivel de escuela Superior.
Los jovenes vendran en el curso variando de ambientes dentro y fu fuera de la experiencia escolar. Cada estudiante puede estar a un deferente punto de adelantamiento con una gran variedad de competencia dentro de cada clase.
Las ninas pueden ayudar a ensenar a los ninos acerca de comidas ropa y equipo de laboratorio mientras los ninos pueden guiar a las ninas en las tiendas de Artes Industriales.
El profesor puede organizar la leccion para adaptarla alas diferentes antecedentes y necesidades de los estudiantes tomando ventaja de esos cuyos destrezas estan a mas altos niveles en areas especializadas.

Objetivos del Programa:

1. Proveer actividades coeducacionales aprendiendo Artes Industriales y Economia del hogar para estudiantes de intermedia

2. Formar una sociedad para muchachos y muchachas aprendiendo en los campos de Artes Industriales y Economia del hogar.

3. Proveer numerosas oportunidades para muchachos y muchachas para compartir conocimiento y destreza en competencias de co consumo comun en los campos de las artes relacionadas.

4. Abrir nuevas caminos de aprendizaje en Artes practicas en las cuales muchachos y muchachas comparten un mutuo interes.

5. Investigar y explorar metodos de implementos unificado en cursos de arte que funcionaria en cogrupos.

ARTES COEDUCACIONALES UNIFICADAS (Continuacion)

El curso de artes industriales es una introducion al mundo industrial su proposito es familiarizar a los estudiantes con varias industrias. Los estudiantes aprenderan cuales trabajos estaran a disposicion en estas industrias,,ellos trabajaran con mc os materiales y aprendera a usar las herramientas y equipo con seguridad. Con esas herramientas y materiales ellos aprenderan a disenar y construir variedad de proyectos cuando ellos exploran las areas industriales pueden encontrar oficiones interesentes ellos pueden decidir continuar sus estudios en una o mas de esas areas ellos tambien pueden descubrir y desarrollar un interes en uno de los muchos trabajos que la industria les ofrece. Millones de personas producen diariamente productos industriales de materiales similares a los qon que los estudiantes estaran trabajando.

En el estudio de artes industriales los estudiantes;

1. Desarrollaran unninteres en industrias
2. Desarrollaran habilidades en herramientas manuales y maquinarias.
3. Desarrollaran habitos de trabajo seguro
4. Desarrollaran una apreciacion de buenos disenos, calidad artesana y conocimiento de como seleccionar productos industriales inteligentemente.
5. Desarrollaran procedimientos ordenadamente

Las artes industriales ensenadas en la escuela son: Tallado en madera, tallados de metal y artes graficos.

En artes graficas el dibujo lineal y la escritura de molde son enfatizados.

MUSICA VOCAL

El departamento de musica vocal contiene musical general y coros.

El area de musica en general cubre varias actividades,las dos actividades, cantando y escuchando son las las partes mas importantes del programa de musica. La musica sella y popular son escogidas para cantar y escuchar a los estudiantes y les ayudan en la seleccion de la musica. En las clases de musica en general escuchan diferentes areas y por lo tanto aprenden acerca de la historia de la musica desde el comienzo hasta el tiempo presente.

Atravez de la interpretacion de una melodia, ritmo y teclas de los instrumentos los estudiantes crean sus propios acompanamientos de musica.

Tambien son cubiertos los fundamentos de musica, con la esperanza de que cuando los estudiantes dejen el programa general tengan habilidad en la lectura musical y en la interpretacion de los simbolos.

Todos los grados staran envueltos en el programa coral. Hay dos conciertos principales en el ano uno en navidad y el otro en la primavera Los coros actuaran algunas veces en diferentes escuelas elementales durante el ano. Un paseo de campo es planeado una vez durante el ano. Los estudiantes tienen la oportunidad de aprender a una opera.

PROGRAMA DE SALUD

El proposito del programa de salud de la escuela comprende un estudio completo del indivuduo en termino de sus cinco dimensiones fisico, emocional, espiritual, social e intelectual. Cada area se estudia detalladamente y enconces se aplica a los aspectos de la vida diaria, enfocando varios problemas, gente y gusto.

Atravez dee este acercamiento se espera que cada estudiante podra en alguna forma encontrar una mejor vista de si mismo y un mejor entendimiento de su persona.

PROGRAMA DE EDUCACION FISICA

El programa de educacion fisica de la escuela es un n programa de tres partes. Primera parte consiste de la claze de educacion fisica, en el cual es ofrecida instrucion en una combinacion de equipo deportivos y actividades individuales y actividades de pruebas personales.-

Parte dos del programa interior donde se ofrecen competencias a los estudiantes despues del dia escolar con estudiantes del mismo grado y del mismo nivel de habilidades. Las actividades pfrecidas en el programa de instruccion son ofrecidas en el programa interno.-

La tercera area es el programa inter-escolar que proporciona la oportunidad de competir con estudiantes so resalientes de otras escuelas en e l area y en un numero de diferentes actividades y dias de deportes y fuegos.-

El personal de educacion fisica espera que este tipo de programa llenara todo lo que requieren los estudiantes para darles una mejor experiencia en la educacion fisica.-

BELLAS ARTES

El arte en la escuela intermedia esta fundada en el local doonde los pubilos de ste nivel requieren orientacion para una gran variedad de materiales y asi mas tarde puedan hacer una seleccion inteligente para un curso de arte selecto de la escuela superior.-

Los estudiantes tambien aprenden a usar los principios de arte con creatividad sin exagerar el acceso.-

Los estudiantes del 6 y 7 grados seran expuestos a una gran variedad de actividades de cortos terminos por ejemplo: pintura de aceite, acrilicos, madera etc.

Los estudiantes del 8 grado estaran preparados para proyectos de terminos largos, las clases de estudios en donde varios medios estaran en uso simultaneamente.-

EL CENTRO DE APRENDIZAJE

El centro de aprendizaje esta bajo la categoria de asistencia de clase particular. Su proposito es seguir al estudiante con problemas de aprendizaje por un comportamiento desviado o por un problema academico. Es oportuno y natural remediar que el centro de aprendizaje tenga que ser comunmente mal interpretado asi-remedia leyendo o ayudando con clases de asistencia adicional Uno de los grandes caudales del centro de aprendizaje es que es altamente indivudalizado como una clase consistente de uno dos o tres estudiantes. El proposito del centro de aprendizaje es construir a academia basica, habilidad palpable y el metodo de ensenanza que es uno que trabaja mejor para un determinado nino.

Gran remedio, nivel economico y alto interes material es usado en orden para atraer en otra forma al nino invertido lejos del area del arte de comunicacion. El objetivo es reducir los ninos desabilitados o al menos a ayudarles a supera la inhabilidad y funcion con buen exito en los otros sabones de clase.-

El centro de aprendizaje esta tambien al servicio de alumnos con propositos de proyectos especiales asignados en clases regulares sujetas. El centro proporciona a ellos un lugar donde podrian consultar con un maestro envuelto en el area sujeta y trabajo con el proyecto de ellos.-

SERVICIO ESPECIAL INSTRUCIONAL

El ingles como segunda lengua. Este es un programa en el cual nosotros tenemos los servicios de un profesor basico para ayudar en unanparte de tiempo a acuellos estudiantes de Espanol, Griego, Italiano u otros grupos etnicos para aprender Ingles lo mas rapido posible.-

Nosotros tenemos los servicios de una Terapista de Lenguaje por el periodo de 6 semanas, tres dias, o la semana para ayudar a los estudiantes quienes tienen problemas menores con el habla.-

Estudiantes visualmente impedidos. Nosotros tenemos los servicios de un profesor para estudiantes legalmente ciegos en nuestra obra de asistir a ellos con materiales sujetos ambos en puntos de alto relieve en imprenta regular. El maestro llega a la escuela dos o tres veces por semana.-

BIBLIOTECA

La biblioteca es un cuartongrande claro y soleado que contiene aproxmadamente seis mil volumnes treinta y cinco revistas y una extensiva coleccion de recortes y folletos. Todos los materiales estan completamente listos para ser aprovechados cuando se necesiten.

El objetivo del programa de la biblioteca es triple,

1. Proveer libros y otros materiales (folletos, revistar articulos de oir y ve r) para suplemento del programa educacional de las escuelas.

2. Ayuda a los alumnos a desarrollar el interes en la lectura y a desarrollar estimulos en presentar much os (exposicion, tablas de boletin, lista de libros)

3. Ensena al alumno no solamente como se usa la biblioteca de la escuela sino como se usa todas las bibliotecas los habilita para que ellos neceisten en el bachillerato, en la Universidad y en la vida mas tarde. Este es perfecto a travez de un cuidadoso plan catalogo de instruccion para cada grado , de manera que a su tiempo los joveres alcancen el colegio y tengan y tecnisismo familiar com el sistema decimal de Dewy, ellos saben el objetivo y proposito de los tantos catalogos y todos los misterios de los libros de referencia, recortes, folletos de revistas y sus indices.-

SERVICIOS DE SALUD

La Enfermera escolar

El objectivo de nuestro programa de salud escolar es ayudar a cada nino a obtenar su mayor grado de desarrollo mental, social y emocional.

Ademas de la primera ayuda diaria y emergencias la enfermera es responsable, segun lasleyes del Estado por los examenes fisicos llevados a traves de inmunizaciones necesarias que son ofrecidas. Tambien son protegidos la vision y el oido.

Ella esta frecuente contacto con doctores y padres, con particular atencion a esos ninos que tiene necesidades especia a causa de su condicion fisica.

La enfermera escolar esta asgnada a todos escuela media en un principio como medio tiempo. En su ausencia otra enfermera estara disponsble.

DEPARTAMENTO DE SERVICIO SOCIAL

La escuela de trabajadores sociales es un miembro de un equipo escolar interprofesional que busca comprender - y ayudar a los ninos que estan teniendo dificultad; usando efectivamente los recursos de la escuela. Esto comprende trabajo con los padres, los maestros, los consejeros; - planeacion y situacion del equipo dentro y fuera de los -- agentes comunes en orden a comprender al nino sus problemas, la familia y demas asuntos relacionados al nino que puedan - ejercer impacto en el nino y en su funcionamiento.

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PROGRAMA DE BANDA

El programa de banda trata de tocar un poco sobre el aspecto literario, asi pues los estudiantes exponen algo de los mas tradicionales compositores.-

Los estudiantes empiezan las lecciones con los instrumentos de la banda en el sexto o septimo grado con la intencion de llegar a ser un miembro de la banda en el ano siguiente. Cada estudiante tiene una leccion a la semana. Esta leccion es tomada con -- otros estudiantes que tocan el mismo instrumentos. En enero el- estudiante principiante tiene una oportunidad para tocar en la- Banda Preparatoria. Si el estudiante progresa rapidamente a el- se le pedira unirse a la Banda Concertante.-

La Banda Concertante presentan numerosos conciertos:
Show a medio tiempo con la banda de la escuela superior B.McMahon, Banda a un partido de futbol. Un concierto de navidad, un festival de concierto de banda con las bandas de las escuelas Roton, Franklin, y la B. McMahon, un concierto de Primavera, un concierto de las escuelas elementales que provee Ponus, marcha en el Dia Conmemorador- y una presentacion en el acto de graduacion.-

Ademas de los grandes conciertos tradicionales nosotros ofrecemos - ensambles musicales menores: El ensamble jazz entrena a los estudiantes en el jazz superior y se ha convertido en un grupo popular. Este actua en todos los conciertos tanto como en el festival jazz-- de la escuela.

Hay tambien una banda principal que actuara en algunos conciertos - este ano. Ambos grupos ensayan despues de las horas de clase.-

La idea basica del programa de la banda es ayudar a nuestros estudiantes a convertirse en individuos mas integros intelectualmente.-

La musica permite a los estudiantes mostrar su creatividad y talento que muchos de nosotros no realizamos todo los cualidades que nuestros ninos poseen. Esto ensena a los estudiantes como trabajar con otros, como alcanzar metas comunes, como disfrutar del placer de hacer musica con los demas.-

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MUSICA DE CUERDA

Nuestra orquesta es un grupo de aprendices y representantes la musica que nosotros preparamos y representamos corre la escala musical desde J.S. Bach hasta la popular(de Aura Lee y California Dreamin').En nuestros ensayos semanales nosotros enfatizamos el progreso del grupo musical escuchandonos mas cuidadosamente a nosotros mismos y al grupo, progresando en tono y en tecnica y balanceando nuestra parte individual con el ensamble completo.-

Nosotros hemos dado un programa de invierno: Uno para los padres en la tarde y uno para los estudiantes. En la Primavera nosotros tambien tenemos un programa especial para los padres y miembros de la comunidad en esta oportunidad toman parte diferentes grupos de la orquesta.-

Nosotros esperamos actuar anualmente para todas las escuelas elementales y quiza tener un festival de la orquesta en la escuela media al final del ano.-

Las lecciones de musica de cuerda son dadas en un principio en forma rotatoria. Asi esperamos que las escuelas complementaran con el influjo de los estudiantes de instrumentos de cuerda que tienen uno o dos anos de experiencia asi la escuela podra constituir una murga eficiente. Nuestra instruccion continua en la escuela media acentua el progreso de la tecnica y el principio de los pequenos ensambles musicales.-

PONUS RIDGE MIDDLE SCHOOL

HUNTERS LANE
NORWALK, CONN. 06850

(203) 847-0481 Ext. 346

BREVE DESCRIZIONE

DI

MATERIE E SERVIZI OFFERTI

LAWRENCE F. CAFERO
PRESIDE

THOMAS E. SLADE
VICEPRESIDE

PREFAZIONE

Le prossime pagine contengono un breve sunto delle materie, servizi e programmi speciali offerti a Ponus Ridge Middle School.

I nostri insegnanti cercheranno di formulare un programma, nel quale vi necessiti maggior comunicazione con i genitori dei nostri studenti. Solo in un simile programma, tutti i nostri scopi troveranno successo. E necessario che l'alunno riesca a formare un legame tra famiglia e scuola. Gli insegnanti di Ponus Ridge sono desiderosi di cooperare con i genitori dei nostri studenti per poter ottenere successo in questo programma.

Sinceramente,

LAWRENCE F. CAFERO
Preside

INGLESE

Il programma d'inglese nelle scuole medie ha due scopi principali. Il primo è quello di fornire lo studente con la capacità di comunicare efficaciemente. Ortografia, punteggiatura, grammatica sono insegnati per migliorare il componimento. Il secondo scopo e quello di allargare l'interesse dello studente nella lettura attraverso la litteratura. Gli studenti leggeranno libri che trattano di soggetti affini a quelli inseganti in storia e in scienza. Se otteniamo questi scopi, alla fine dell'ottavo grado lo studente dovrebbe essere capace di esprimersi chiaramente,

STORIA-GEOGRAFIA

Storia e geografia si interessano essenzialmente della vita dell'uomo. In ogni materia il tema è la relazione tra gli uomini e la relazione tra l'uomo e il suo ambiente. La geografia è lo studio di certe specifiche parti del mondo. La storia è lo studio di eventi e di concetti fondamentali dell'uomo.

I differenti tempi, posti e circostanze che hanno influenzato sulla vita dell'uomo sono studiati nella speranza che lo studente impari a capir meglio se stesso e gli altri.

La seguente è una descrizione dell'area di studio in ogni grado:

Sesto Grado

Lo scopo di questo anno di studi è di dare allo studente una miglior comprensione dello sviluppo della cultura occidentale dall'antica civiltà del fiume alle nazioni moderne.

Parecchi libri saranno usati, dando maggior enfasi a concetti. Questo metodo esige un dettagliato studio di economia, governo, società e filosofia.

Gli studenti avranno l'opportunità di studiare al proprio livello. Studieranno in gruppi o individualmente mentre preparando progetti o ricerche.

Settimo Grado

Gli studenti studieranno geografia e cultura mondiale. Le varie nazioni, il clima , la popolazione e i presenti problemi saranno discussi.

Come negli altri anni vari testi saranno usati. I soggetti avranno un gran interesse per tutti gli studenti.

Ottavo Grado

Dopo un breve ripasso della vita coloniale, vi sarà un più profondo studio della storia degli Stati Uniti, dai Founding Fathers alla guerra civile.

Un considerevole periodo di tempo sara dedicato all'insegnamento della struttura del governo federale e quello statale. Al posto di pre-

Ottavo Grado (continuato)

sentare eventi in ordine cronologico,ci limiteremo alla presentazione di certi soggetti con enfasi sui principali temi della storia statunitense, come schiavitū, nazionalismo.

MATEMATICA

Lo scopo fondamentale del programma di matematica nelle scuole medie è di sviluppare la comprensione dello studente di matematica e di aiutarlo nell'acqiustare di abilità matematiche. I processi di abilità e di pensiero che sono importanti nel mondo di tutti i giorni come pure nel mondo matematico, sono sviluppati attentamente.

Il programma di matematica offre le seguenti caratteristiche:

1. Continuo mantenimento, critica e estensione di tutte le abilità di calcolo.

2. Addizione, sottrazione, moltiplicazione e divisione di frazioni vengono insegnati di nuovo e amplificati per una migliore comprensione.

3. Concetti geometrici vengono ripassati e ingranditi per includere i vari aspetti della misura degli angoli, aree, volumi, lunghezze e perimetri.

4. Un intenso ed accurato sviluppo di addizione, sottrazione, moltiplicazione e divisione di numeri decimali.

5. Rappresentazioni grafiche e istruzioni sui concetti di retta e piano.

6. Un sistematico metodo per risolvere problemi include l'uso di frazioni, numeri decimali e percento.

7. Proporzioni, probabilità e numeri negativi saranno presentati.

Il programma permette allo studente di studiare al proprio livello secondo i suoi bisogni e successi.

SCIENZE

Sesto Grado

Questo programma è caratterizzato da ricerche, è necessario per lo studente raccogliere informazioni in vari campi di studi come astronomia, meccanica, embriologia, ecc. NON SI USA LIBRO DI TESTO

Settimo e Ottavo Grado

Il programma del settimo e ottavo grado è orientato verso il laboratorio, con una successione di istruzioni dal settimo al nono grado. Gli studenti devono agire come scienzati. Essi devono misurare, analizzare, trovare motivi, sperimentare analiticamente,e scoprire caratteristiche del ~~suo~~ loro ambiemte. Il libro usato si intitola "PATTERNS AND PROCESSES" Volume I & II, da Brock, Paulsen e Weisbrock.

LINGUE

Le lingue insegnate nelle scuole medie sono francese e spagnolo. Il primo livello comprende tre anni di studio.

Gli studenti di lingua acquistano i principi di lettura, scrittura, pronuncia e di ascoltazione. Principi di ascoltazione e di pronuncia sono presentati immediatamente per diminuire il numero di errori di pronuncia quando lo studente vede la parola scritta per la prima volta. Gli studenti imparano il sistema sonoro della lingua, corti dialoghi(per ritmo, fluidità, vocabolario), ascoltano nastri di parlatori nativi, e si esercitano con dischi. La lettura comincia con il ricomponimento di materiale già incontrato nei dialoghi e progressa a narrative che presentano nuovi vocaboli. Tutte le esercitazioni orali sono rinforzate con compiti scritti.

Gli studenti godono di esperienze culturali attraverso gite.

APPLICAZIONE TECNICA E INDUSTRIALI

Introduzione

Coeducazione nei campi di applicazione tecnica e industriali sarà basata sul concetto che gli studenti di questa età hanno bisogno di istruzione su una varietà di materie. Gli studenti avranno un programma con due motivi: l'esplorazione del mondo del lavoro e l'insegnamento di abilità necessarie nel mondo moderno. Così lo studente potrà usare tutte le sue capacità, e potrà scegliere meglio un programma che coprirà tutti i suoi desideri una volta in liceo.

I ragazzi e le ragazze nella classe, verranno da differenti ambienti scolastici e casalinghi. È possibile che ogni studente si trovi a un differente livello di sviluppo. Le ragazze possono aiutare i ragazzi nella preparazione di cibi e nell' uso corretto dei diversi utensili di cucina, mentre i ragazzi potranno aiutare le ragazze nelle classi industriali. L'insegnante potrà organizzare le lezioni secondo i bisogni degli studenti approfittando di quelli che sono piu capaci nelle varie aree.

Scopi del programma

1. Fornire attività di coeducazione in applicazione tecnica e industriali per gli studenti delle scuole medie.

2. Formare uno spirito di cooperazione tra ragazzi e ragazze in applicazione tecnica e industriali.

3. Fornire numerose opportunità per ragazzi e ragazze dove potranno condividere conoscenza e abilità.

4. L'aprire di nuovi modi d'insegnamento nelle quali ragazzi e ragazze condividono un interesse,

5. L'investigazione e esplorazione di metodi per effettuare nuovi programmi per classi miste.

INDUSTRIALI

Il programma di Industriali e' un'introduzione al mondo industriale. Il suo scopo e' di informare lo studente su varie industrie. Essi verranno a conoscere quali posti sono disponibili in queste industrie. Lavoreranno con parecchi materiali e impareranno il corretto uso di utensili e macchinari. Con questi utensili e macchinari impareranno a disegnare e costruire una varieta' di progetti.

Nell'esplorare i campi industriali, gli studenti potranno anche trovare un interessante passatempo. Potranno decidere di continuare i loro studi in una di queste aree. Potranno anche sviluppare un interesse in una delle tanti professioni offerte dalle industrie. Milioni di persone producono ogni giorno prodotti da materiali simili a quelli usati dai nostri studenti.

Nello studio di industriali lo studente:

1. Sviluppera' un interesse nell'industria.
2. Sviluppera' un'abilita' tra mano-utensile e macchinario-utensile.
3. Sviluppera' procedimenti ordinati.
4. Imparera' ad apprezzare un buon disegno, una mano d'opera di qualita' e a scegliere prodotti saggiamente.
5. Sviluppera' buoni abitudini nel lavoro.

Nelle classi di industriali di tutte le scuole medie si insegnano: lavoro in legno, lavoro in metallo, grafica. Nelle classi di grafica vi sara' enfasi su disegni commerciali e tipografia.

APPLICAZIONE TECNICA

Il programma di applicazione tecnica in tutte le scuole medie ha lo scopo di:

1. Assistere lo studente ad imparare abilita' necessarie nella nostra societa'.

2. Assistere lo studente al imparare a vivere e crescere nelle nostre famiglie e vicinati.

3. Assistere lo studente nello scegliere di veri valori e a crescere verso la maturita' e responsabilita' civiche.

Il programma di applicazione tecnica coprira' due aree: Cibi e nutrizione in una classe dove gli studenti impareranno a preparare pasti, mentre in un'altra classe impareranno a cucire abiti sia a mano che a macchina.

Art Night a maggio dara' agli studenti l'opportunita' di mostrare i loro progetti completati durante l'anno a genitori e vicini.

LE BELLE ARTI

Il programma di belle arti nelle scuole medie è fondato sulla premessa che lo studente di questa età ha bisogno di essere esposto ad una gran varietà di materie affinché essi possano fare un'intelligente selezione di corsi di arte una volta in liceo. Lo studente imparera a usare i principi di arte in modo creativo.

Gli studenti del sesto e settimo grado saranno esposti ad un numero di attività a breve scadenza come: pittura ad olio, legno ecc.

Gli studenti dell'ottavo grado saranno pronti per progetti a lunga scadenza, le classi di studio, dove sono usati parecchi mezzi simultaneamente.

MUSICA

Il programma di musica e diviso in due parti: concetti di musica e il coro.

La classe di concetti di musica copre parecchie attività. Le parti piu importanti di questo programma sono cantare e ascoltare. Gli studenti ascolteranno musica di diversi periodi, imparando così, la storia della musica. Suonando melodie e strumenti gli studenti creeranno un proprio accompagnamento a brani di musica. Gli studenti impareranno anche i principi fondamentali della musica. Alla fine del programma gli studenti dovrebbero essere capaci di leggere musica e di interpretare le note ed altri simboli musicali.

Tutte le classi partecipano nel coro. Ci sono due concerti principali ogni anno, uno a Natale l'altro in primavera. Il coro performerà in altre scuole durante l'anno.

Una gita è organizzata durante l'anno. (Gli studenti hanno l'opportunità di assistere alla presentazione di un'opera o ad una commedia musicale.)

PROGRAMMA DI SANITA'

Il programma di sanita' di tutte le scuole medie comprende uno studio completo dell'individuo e delle sue cinque dimensioni: quella fisica, emotiva, spirituale, sociale, e intellettuale. Ogni area viene studiata dettagliatamente e dopo applicata ad aspetti di vita giornaliera, comportamento, diversi problemi, gente, ecc.

E' sperato che attraverso questo metodo ogni studente potra', in qualche modo, ottenere una migliore comprensione di se stesso e della sua persona.

PROGRAMMA DI EDUCAZIONE FISICA

Il programma di educazione fisica e' diviso in tre parti. La prima parte consiste di classi di educazione fisica con speciali istruzioni su sport ed esercizi.

La seconda parte consiste di competizione tra studenti dello stesso grado e livello, dopo scuola.

La terza parte e' un programma organizzato dalle varie scuole, che offre agli studenti l'opportunita' di gareggiare e competere con studenti di altre scuole in un numero di differenti attivita'.

Gli insegnanti di educazione fisica sperano in questo modo di soddisfare tutti i bisogni degli studenti.

CENTRO D'ISTRUZIONE

Il centro d'istruzione viene sotto la categoria di assistenza. Il suo scopo e' di aiutare studenti che hanno difficolta' nell'imparare come evidente nel deviamento dal comportamento normale, bocciature. A causa della sua natura, questo centro e' stato identificato erroneamente con classi di riparazione. Uno dei vantaggi di questo programma e' la speciale attenzione data ad ogni studente, infatti le classi sono piccole con un numero massimo di tre studenti. Lo scopo di questo centro e' di sviluppare nello studente fondamentali abilita' accademiche e percettive con l'uso di un metodo speciale per ogni studente secondo i propi bisogni.

Materiali semplici e interessanti sono usati nelle classi per attrarre l'interesse dello studente all'arte della comunicazione. Lo scopo e', di almeno, diminuire l'incapacita' dello studente e di aiutarlo a funzionare con successo nelle altre classi.

Il centro aiuta anche studenti occupati con progetti speciali assegnati in classe. Qui' essi potranno consultare insegnanti circa il proprio progetto.

ISTRUZIONE SPECIALE

Inglese Come Seconda Lingua

In questo programma i servizi di un'insegnante sono disponibili a studenti spagnoli, grechi, italiani o di altri gruppi etnici, che hanno bisogno di imparare inglese rapidamente.

Speech Therapy

Abbiamo disponibili i servizi di un terapeuta per sei ore ogni settimana, tre giorni la settimana, per aiutare studenti che hanno minori difficoltà nel parlare.

Studenti con Problemi Visivi

Abbiamo disponibili i servizi di un insegnante per studenti ciechi per aiutarli nei loro studi, tanto nel sistema braille come nella stampa regolare- L'insegnante viene a scuola 2 o 3 volte ogni settimana.

BIBLIOTECA

La biblioteca contiene approssimativamente seimila (6000) volumi, un vasto archivio di opuscoli e ritagli di giornali. Tutti i materiali sono catalogati e disponibili a tutti gli studenti.

La biblioteca ha tre propositi:

1. Fornisce libri ed altri materiali (opuscoli, riviste) per supplementare il programma educativo della scoula.

2. Aiuta lo studente a sviluppare un interesse nella lettura e a stimulare interesse in molti altri soggetti. (esposizioni, bollettini)

3. Insegna agli studenti non solo come usare la biblioteca della scuola, ma come usare tutte le biblioteche, un'abilità della quale avranno bisogno in liceo e in università. Questo è realizzato attraverso un prestabilito piano d'istruzione ad ogni grado di scuola, così che quando questi studenti frequenteranno il liceo, avranno una buona conoscenza del Dewey Decimal Classification System, sapranno la funzione e gli scopi dello schedario e tutti i misteri dei libri di consultazione, degli opuscoli delle riviste e dei loro rispettivi indici.

SERVIZI SANITARI

Infermiera

È lo scopo del nostro programma di sanità di assistere ogni studente nell'ottenere massima salute, sia fisica che sociale, mentale e emotiva.

Oltre alle emergenze e i primi soccorsi giornalieri, l'infermiera e responsabile per l'adempimento da parte degli studenti alla legge statale che esige una visita medica per ogni studente, l'offerta delle necessarie immunizzazioni, esami ottici e esami dell'udito.

Lei è frequentemente in contatto con medici e genitori, particolarmente a proposito di studenti che hanno bisogni speciali a causa delle loro condizioni fisiche.

L'infermiera viene a scuola ad intervalli, nella sua assenza sono disponibili i servizi di un altra infermiera.

DIPARTIMENTO DI SOCIAL WORK

Il Social Worker della scuola è membro di un gruppo di professionali che cerca di capire e aiutare studenti che hanno difficoltà nello usare efficaciemente i mezzi della scuola. Molte volte questo significa lavorare con genitori, maestri, consiglieri, Planning & Placement Team, agenzie fuori della comunità, per capire lo studente, il suo problema, la famiglia e altri, presenti nell'ambiente dello studente che possono influenzarlo nel suo comportamento.

L'ORCHESTRA

In questo programma lo studente suona non solo musica moderna, ma anche i famosi componimenti dei grandi compositori.

Gli studenti incominciano a imparare a suonare strumenti nel sesto e settimo grado diventando parte dell'orchestra nell'ottavo grado. Lo studente riceve una lezione ogni settimana insieme ad altri studenti che suonano lo stesso strumento. A gennaio lo studente ha l'opportunità di suonare con la Preparatory Band. Se lo studente impara rapidamente e perciò progressa egli potrà suonare con la Concert Band.

La Concert Band performerà numerosi concerti, specialmente durante il tempo di riposo nelle partite di football con l'orchestra di Brien McMahon, a Natale, a un festival di orchestre, insieme alle orchestre di Roton, Franklin e McMahon, in un concerto di primavera, in concerti nelle scuole elementari, durante la parata di Memorial Day e durante graduazione.

Inoltre all'orchetra tradizionale, abbiamo altri piccoli complessi. In un programma lo studente impara a suonare musica jazz. Il complesso di musica jazz è diventato molto popolare e da sempre performazioni a tutti i concerti, a Ponus e al festival. C'è anche un complesso di musica rock che si esibisce qualche volta all'anno. Questi complessi fanno prove dopo scuola.

Questo programma ha lo scopo di aiutare lo studente a diventare un buon individuo. Musica da allo studente l'opportunità di mostrare il proprio talento. Insegna agli studenti come lavorare insieme ad altri per ottenere lo stesso scopo, e nello stesso tempo essi si divertono suonando insieme.

ORCHESTRA - STRUMENTI A CORDE

La nostra orchestra è un gruppo che impara e si esibisce. La musica che suonano va da quella classica (J.S. Bach) a quella popolare (Aura Lee & California Dreamin'). Durante le prove che facciamo ogni settimana,ascoltiamo attentamente la nostra nusica, cosi possiamo migliorare il nostro tono e la nostra tecnica, e equilibriamo la nostra parte con quella dell' intera orchestra.

Nel passato, abbiamo dato un concerto durante l'inverno, uno per i genitori la sera e uno per gli studenti. Anche in primavera diamo un concerto per i genitori dei nostri studenti e per i residenti della comunità.

Speriamo di suonare ogni anno nelle scuole elementari e di avere un festival per le orchestre delle scuole medie alla fine dell'anno.

Diamo anche lezioni per strumenti a corde. Speriamo che le altre scuole continueranno a mandarci studenti che hanno avuto già uno o due anni d'istruzione, dato che la sezione di strumenti a corde è la più importante dell'orchestra. Nelle nostre istruzioni diamo maggior enfasi alla tecnica, preparando così gli studenti per i complessi di musica da camera.

PONUS RIDGE MIDDLE SCHOOL
Hunters Lane
Norwalk, Connecticut

March 1974

Parents of Future Children of 6th Grade:

In September children entering the 6th grade will have the opportunity to select a foreign language if they have completed the program in the elementary school satisfactorily and have been recommended by their teacher to pursue the study of a foreign language.

In the case of your child who has knowledge of both languages, English and Spanish, a Spanish course for Spanish speaking people will begin. In this way your child will not be exposed to a third language that might possibly result in confusion and frustration in his scholastic life.

If you have any questions, please call Ponus Ridge, telephone 847-0481, ext. 346, 8:30-3:00.

Please fill out this form and return it to school with your child by the 19th of March 1974.

Sincerely,

Lawrence F. Cafero
Principal

- -

Date ______________________

Elementary School ______________________

Student's Name ______________________

Teacher Signature ______________________

Recommendation of Teacher ______________

Signature of Parent ______________________

PONUS RIDGE MIDDLE SCHOOL
Hunters Lane
Norwalk, Connecticut

de marzo de 1974

Apreciados padres de futures niños de serto grado:

En Septiembre de 1974 los niños que entran al sexto grado tendran la oportunidad de seleocionar un lenguaje extranjero. Eso es si han completado el programa de la escuela elemental satisfactoriamente y ban sido recomendados por au maestro para un lenguaje extranjero.

En el caso de su niño quiem tiene conocindesto de ambos idiomas (ingles y español) comenzara el curso de Español para Hispanos. De esta manera no se expondra el nino a un tercer idioma lo cual podria resultar en confusion y frustracion en su vida escolar.

Si tiene alguna pregunta al respecto favor de llamar a la Escuela Ponus Ridge, telephone 847-0481, ext. 346, 8:30-3:00.

Favor de llenar esta forma y devoluer a la escuela con su niño para el 19 de marzo de 1974.

Sinceramente,

Lawrence F. Cafero
Principal

- -

Fecha ________________

Escuela Elemental ________________________

Nombre del Estudiante ____________________

Firma del Maestro ________________________

Recomendación del Maestro _________________

Firma del Padre __________________________

Scuola Media di Ponus Ridge
Hunters Lane
Norwalk, Connecticut

March 1975

Genitori dei futuri bambini della prima media:

A settembre, ai bambini di prima media, sara' data l'opportunita' di scegliere una lingua straniera, se hanno completato il programma delle scuole elementari con buoni voti e se verra' raccomandato dai loro insegnanti.

Se per caso, il vostro bambino e' a conoscenza di due lingue, Inglese e Spagnolo, un corso di spagnolo verra' offerto. In questo caso il vostro bambino non verra' esposto a una terza lingua che puo' essere la causa di confusione e delusioni nella sua vita scolastica.

Se avete alcune domande non esitate a chiamare Ponus Ridge (telefono 847-0481, est. 346, 8:30- 3:00).

Per favore riempite questo modulo e fatelo riportare a scuola dal vostro bambino prima del 19 Marzo 1975.

Sinceramente,

Lawrence F. Cafero, Preside

Data ______________________________

Scuola Elementare ______________________________

Nome dello Studente: ______________________________

Firma dell'insegnante ______________________________

Raccomandazione dell'insegnante ______________________

Firma del Genitore ______________________________

PONUS RIDGE MIDDLE SCHOOL
NORWALK, CONNECTICUT

Lawrence F. Cafero
Principal

Dear Parents:

These are the grades that' your children will be receiving this marking period. This is an indication of the work and the effort that they made.

The key (code) of the mark is the following:

A - Excellent
B - Good
C - Fair
D - Less than fair
F - Poor
G - Satisfactory

Plwase sign this letter and return it to me.

Sincerely yours,

____
Teacher

Spanish _____
English _____
Mathematics _____
Science _____
Art _____
Music _____
Home Arts _____
Industrial Arts _____
Physical Education ____

ESCUELA PONUS RIDGE

Lawrence F. Cafero
Principal

Queridas Padres:

Estas son las notas que sus hijos obtenieron este semestre. Esto es una indicacion del trabajo y esfuerzo que hicieron.

La clave de calificaciones es la seguiente:

A - Excelente
B - Bueno
C - Regular

D - Menos que regular
F - Malo
G - Satisfactorio

Hagan el favor de firmar esta carta y devolverla a mi.

Atentamente,

Espanol ______
Ingles ______
Matematica ______
Ciencia ______
Estudios Sociales ______
Arte ______
Musica ______
Ciencias domesticas ______
Labores de madera ______
Gimnastica ______

SCUOLA MEDIA DI PONUS RIDGE
NORWALK, CONNECTICUT

Cari Genitori:

Questi sono i voti che i vostri bambini riceveranno durante questo trimestre. Questo e' una indicazione del lavoro e degli sforzi che hanno fatto.

La chiave (codice) del voto e' il seguente:

A-eccellente	D.meno di soddisfatorio
B-buono	F-scarso
C-soddisfatorio	G-insoddisfatto

Per favore firmate questa lettera e rimandatemela.

Spagnolo______________________________ Applicazioni tecniche____________________

Inglese_______________________________ Arte_______________________________________

Matematica____________________________ Musica_____________________________________

Scienze_______________________________ Arti Industriali___________________________

Storia________________________________ Educazione Fisica__________________________

Sinceramente,

Lawrence F. Cafero
Preside

PONUS RIDGE MIDDLE SCHOOL
NORWALK, CONNECTICUT

Lawrence F. Cafero
Principal

To Whom It May Concern:

I give permission to my child ______________________

to attend excursions and educational trips on ___________

____________________ under the supervision of the teacher and the social worker.

________________ Date

________________________________ Signature of the Parent or Guardian

PONUS RIDGE MIDDLE SCHOOL
Norwalk, Connecticut

Lawrence F. Cafero
Principal

A quien pueda interesar:

Doy permiso a mi hijo _________________ para asistir a excursiones y visitas educativas en _____________________ bajo la supervision de la maestra y la trabajadora social.

____
Fecha

____
Firma del
padre o encargado

DIREZIONE SCOLASTICA
NORWALK, CONNECTICUT

All'interessato:

Do il permesso al mio bambino ______________________________

di andare alle gite e viaggi educativi il ______________________

sotto la sorveglianza dell'insegnate e dell'aiutante.

______________________ ______________________________

Data
Da =

Firma del Genitore o del Custode

Ponus Ridge Middle School
Norwalk, Connecticut

Lawrence F. Cofero
Principal = Γυμνασιάρχης

Σέ αὐτόν ποῦ ἐνδιαφέρεται.

Δίδω τήν ἄδεια στό παιδί μου ______________ νά πηγαίνη στό διδακτικό ταξίδι ______________ ______________ κάτω ἀπό τήν ἐπιτήρησιν τοῦ διδασκάλου καί συνοδοῦ.

______________ Ἡμερομηνία

______________ ὑπογραφή γονέων.

PONUS RIDGE MIDDLE SCHOOL
STUDENT REPORT

PUPIL'S NAME ____________________ DATE ____________

SUBJECT ____________________ TEACHER ____________

Achievement	**Conduct**
____ Satisfactory	____ Satisfactory
____ Improving	____ Improving
____ Unsatisfactory	____ Unsatisfactory

SUBJECT ____________________ TEACHER ____________

Achievement	**Conduct**
____ Satisfactory	____ Satisfactory
____ Improving	____ Improving
____ Unsatisfactory	____ Unsatisfactory

COMMENT:

Areas that would lead to Improvement

____ Preparation of assignments as directed
____ Attention to class activities
____ Participation in planned activities
____ Demonstration of acceptable social behavior
____ Acceptance of constructive criticism

ESCUELA INTERMEDIA PONUS RIDGE
(PONUS RIDGE MIDDLE SCHOOL)

REPORTE ESTUDIANTIL
(STUDENT REPORT)

Nombre de estudiante ______________________ Fecha: ____________
(Pupil's Name) (Date)

____
Asignatura
(Subject)

____
Maestro (a)
(Teacher)

Progreso Académico (Achievement)

____________ Satisfactorio (Satisfactory)
____________ Está Mejorando (Improving)
____________ No Satisfactorio (Unsatisfactory)

Conducta (Conduct)

____________ Satisfactorio (Satisfactory)
____________ Está Mejorand (Improving)
____________ No Satisfactor (Unsatisfactory

____
Asignatura
(Subject)

____
Maestro (a)
(Teacher)

Progreso Académico (Achievement)

____________ Satisfactorio (Satisfactory)
____________ Está Mejorando (Improving)
____________ No Satisfactorio (Unsatisfactory)

Conducta (Conduct)

____________ Satisfactorio (Satisfactory)
____________ Está Mejorand (Improving)
____________ No Satisfactor (Unsatisfactory

NOTAS PERSONALES (COMMENT):

Áreas que conducirán a mejorar el progreso (Areas that would lead to improvement.)

________ Preparar las tareas como asignadas. (Preparation of assignments as directed.)
________ Prestar atencion a las actividades de la clase. (Attention to class activities.)
________ Participar en actividades planeadas. (Participation in planned activities.)
________ Demostrar conducta social apropiada. (Demonstration of acceptable social behavior.)
________ Poder aceptar critica constructiva. (Acceptance of constructive criticism.)

January 1975

ΓΥΜΝΑΣΙΟΝ PONUS RIDGE

ΒΑΘΜΟΛΟΓΙΑ ΜΑΘΗΤΩΝ

'Ονομα Μαθητοῦ_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ 'Ημερομηνία_ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _ _
Μάθημα

_ _ _ _ _ _ _ _ _ _ _ _ _
Διδάσκαλος

'Επιτυχία

_____Καλῶς
_____Βελτιοῦται
_____'Απορριπτέος

Συμπεριφορά

_____Καλῶς
_____Βελτιοῦται
_____'Απορριπτέος

_ _ _ _ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _ _

'Επιτυχία

_____Καλῶς
_____Βελτιοῦται
_____'Απορριπτέος

Συμπεριφορά

_____Καλῶς
_____Βελτιοῦται
_____'Απορριπτέος

Παρατηρήσεις:

Παρατηρήσεις πρός Καλλιτέρευσιν

1.____'Ετοιμασία μαθημάτων
2.____Προσοχή είς τήν τάξιν
3.____Συμμετοχή είς τά μαθήματα
4.____Καλλιτέρα συμπεριφορά
5.____Δέχεται θετικές παρατηρήσεις

PONUS RIDGE MIDDLE SCHOOL

Dear Parents,

If you wish to speak by telephone to any of your children's teachers, guidance counselor, or principal, please do the following.

1. Telephone the school, 847-0481.
2. Ask for the guidance counselor's office.
3. Tell the guidance counselor your child's name, grade, and the name of the teacher or whomever you wish to speak to.

The school will arrange for the teacher and someone who can speak your language to be on the telephone to talk with you about anything you need to know regarding your child.

Sincerely yours,

Lawrence F. Cafero
Principal

PONUS RIDGE MIDDLE SCHOOL

Padres,

Si desean Uds. hablar por teléfono a unas maestros de sus hijos, consejero o el principal, por favor haga Ud el siguiente

1. llame Ud. a la escuela 847-0481
2. pregunte Ud.para la officina del consejero
3. dígale al consejero el nombre, grado de su hijo y el nombre del profesor conquien quiere hablar.

La escuela arreglará por el maestro y por alguien que pueda traducer para Ud. por teléfono. De esta manera puede Ud. encontrar todo lo que quiere sabér de su hijo.

Sinceremente,

Lawrence F. Cafero
Director

PONUS RIDGE MIDDLE SCHOOL

Cari Genitori:

Se desiderate parlare a telefono con qualsiasi insegnante dei vostri bambini, consiglieri, o preside, per favore fate il seguente:

1. Telefonate alla scuola, 847-0481
2. Domandate per l'ufficio del consigliere
3. Dite al consigliere il nome del vostro bambino, la classe, e il nome dell'insegnante o la persona con cui desiderate parlare.

La scuola si mettera' d'accordo con l'insegnante e qualcuo che sa parlare la vostra lingua, per telefonarvi e parlare con voi su quello che riguarda il vostro bambino.

Sinceramente,

Preside

PONUS RIDGE MIDDLE SCHOOL

'Αγαπητοί γονείς.

'Εάν θέλεται νά μιλήσετε τηλεφωνικώς μέ όπιον δίποτε άπό τούς διδασκάλους τού παιδιού σάς, τόν σύμβουλο, ή τόν γυμνασιάρχη τηλεφωνίστε μας.

1. Τό τηλέφωνο τού σχολείου 847-0481.
2. Ζητήσετε τό γραφείο τού σύμβουλου.
3. Πέστε στόν σύμβουλο το όνομα τού παιδιού σάς, τήν τάξι καί τό όνομα τού διδασκάλου, ή όπιου δίποτε θέλετε νά μιλήσετε.

Τό σχολείο θά κανονίση μέ τόν διδάσκαλο καί παιδιόν πού μπορή νά μιλήσι τήν γλώσσα σάς νά είναι στό τηλέφωνο νά μιλήσι μαζί σάς δια ότι δίποτε θέλετε νά μάθεται γιά τό παιδί σας.

Ειλικρινώς δικό σας

Γυμνασιάρχης

PONUS RIDGE MIDDLE SCHOOL
Hunters Lane
Norwalk, Connecticut

Date ______________

Dear ______________________________,

I wish to inform you that your child has been absent for ____________ days and has arrived late ________ times, including today's date.

I know you will agree with us that it is not desirable that your child lose valuable hours of classes or form undesirable habits of attendance at school.

Please call the school (telephone 847-0481, ext. 346) so that we can discuss this attendance problem with you.

Sincerely,

Lawrence F. Cafero
Principal

PONUS RIDGE MIDDLE SCHOOL
Hunters Lane
Norwalk, Connecticut

Date________________

Apreciado ________________,

Deseo informarle que de acuerdo a nuestros informas, su hijo (a) ha estado ausente por __________ dias y hal llegado tarde ________ veces, con fecha de hoy __________.

Yo etiendo que usted comparte nuestro interes y no desea que su hijo (a) pierda valiosas horas de clases ademas de que no forme habitos indeseables de asistencia a la escuela.

Favor de llamar a la escuela (telephone 847-0481, ext. 346) se usted desea discutir la asistencia de su hijo (a) a la escuela.

Sinceramente,

Lawrence F. Cafero
Principal

Ponus Ridge Middle School
Hunters Lane
Norwalk, Connectict

Ἡμερομηνία ______________

Ἀγαπητή ______________

Σᾶς πληροφορῶ ὅτι τό παιδί σας δέν ἔρχεται στό σχολεῖο ______________ ἔρχεται ἀργά ______________ πολλές φορές τώρα καί σήμερα ______________

Εἶμαι βέβαιος πώς συμφωνήτε μαζύ μας ὅτι τό παιδί σας χάνη πολύτιμο καιρό ἀπό το σχολεῖο, ὅταν ἔρχεται ἀργά ἤ δέν ἔρχεται καθόλου.

Σᾶς παρακαλῶ τηλεφωνίστε μας σέ αὐτόν τόν ἀριθμόν 847-0481, ext 346 να συζητίσουμε τό πρόβλημα μαζύ σας.

Εἰλικρινῶς

Lawrence F. Cafero
Γυμνασιάρχης

PONUS RIDGE MIDDLE SCHOOL
Norwalk, Connecticut

Lawrence F. Cafero
Principal

Mr.______________________,

Your son (daughter) ________________ is not working as well as we should hope. Therefore, we are sending you this notice to advise you of the situation. Your son (daughter) needs more help in the following subject areas checked below.

______Spanish
______Mathematics
______Science
______Social STudies

Your son (daughter) needs to improve in the following manner:

____1. Pay more attention in class.
____2. Better behavior in the assembly room.
____3. Study for tests.
____4. Do homework when so required.
____5. Ask for incomplete or missed work owed.
____6. Ask for help after school.
____7. Make up all the work completed during his absence.
____8. Participate in class activities.

We hope that you can help us in this area. If you have any questions, please call me at 847-0481.

Sincerely,

____
Teacher

PONUS RIDGE MIDDLE SCHOOL
Norwalk, Connecticut

Lawrence F. Cafero
Principal

Sr.______________________________:

Su hijo (a)________________________no esta trabajando todo lo bien que nosotros esperamos. Por consiguiente, le mandamos esta para que este usted enterado de la situacion. Su hijo (a) necesita mas ayuda en las siguientes asignaturas marcadas abajo:

______Espanol
______Matematicas
______Ciencias
______Estudios Sociales

Suhijo (a) necesita mejorarse de la siguiente manera:

_____1. Mas atencion en clase.
_____2. Mejor conducta en la salon.
_____3. Estudiar para las examenes.
_____4. Hacer las tareas cuando se le mande.
_____5. Preguntar a su debido tiempo.
_____6. Pedir ayuda despues de la escuela.
_____7. Hacer todo el trabajo que no se ha realizado cuando se esta ausente.
_____8. Participar en las actividades de la clase.

Esperamos que ustedes nos ayuden en este asunto. Si tienen alguna pregunta por favor, llamennos al 847-0481.

Atentamente,

____
Maestra

PONUS RIDGE MIDDLE SCHOOL

DIREZIONE SCOLASTICA
NORWALK, CONNECTICUT

Signor____:

=Suo figlio (figlia) non studia abbastanza come dovrebbe. Le inviamo questa lettera per avvisarla della situazione. Suo figlio (figlia) ha bisogno di aiuto nelle seguenti materie qui sotto segnate:

______________Spagnolo

______________Matematica

______________Scienze

______________Storia

Suo figlio (figlia) ha bisogno di migliorare i seguenti:

______1. Stare piu' attenta in classe

______2. Migliorare il comportamento nella classe d'assemblea

______3. Studiare per i compiti in classe

______4. Fare i compiti a casa quando glielo assegnano

______5. Domandare per il lavoro incompleto e quello non consegnato

______6. Chiedere aiuto al termine della giornata scolastica

______7. Completare tutti i compiti che non ha fatto durante la sua assenza.

______8. Partecipare nelle attivita' di classe.

Speriamo che ci puo' aiutare in questo campo. Se avete alcune domande per favore chiamate la vostra scuola a questo numero 847-0481.

Sinceramente,

Insegnante

NORWALK DEPARTMENT OF HEALTH

137 East Avenue

Norwalk, Connecticut

All patients admitted to the DENTAL CLINIC are requested to fill out the following information pertinent to the care of the patient.

All patients not 18 years of age must be accompanied to the Clinic by an adult. Patients not 18 years of age will not be allowed to leave the Clinic after treatment without an adult.

SOCIAL HISTORY:

Name of Patient
Address
Age Telephone Number
Name of Parent, Guardian, Relative
Address
Referred by: School Name of School
Physician Name of Physician
Agency Name of Agency

Referral Date:

MEDICAL HISTORY

Please indicate any of the following diseases which the patient has had:

Allergies to medicines ( ) Vaccines ( ) Foods ( )
History of uncontrolled bleeding ( )
Rheumatic Fever ( ) Scarlet Fever ( )
Heart Disease ( ) Kidney Disease ( )
Asthma ( ) Earaches ( )
Diabetes ( ) Mumps ( )

Signature of Patient (if age 21), Parent or Guardian ____________________

Signature of Interpreter ____________________ Date ____________________

There is a fee of $2.00 for each child for each visit to the Dental Clinic. Please check if you are on State Welfare, either A.D.C. or Title 19.

NORWALK DEPARTMENT OF HEALTH
137 East Avenue
Norwalk, Connecticut - 06851

TO WHOM IT MAY CONCERN:

I, ______________________________, hereby authorize
(Parent's Name)

the dentists and dental hygenists of the Dental Clinic of the Norwalk Health Department, to perform or have performed upon my minor child, ______________________ such dental care
(Child's Name)

or surgery as may be deemed necessary.

DATE ____________ RELATIONSHIP ______________________
(Mother, Father or Legal Guardian)

WITNESS ________________ SIGNED ______________________
(Adult over 21) (Parent's Signature)

SIGNATURE OF REFERRING INDIVIDUAL ______________________

BOARD OF EDUCATION
105 Main Street
Norwalk, Connecticut

HEALTH SERVICES

Under Public Act No. 71-296 each Board of Education shall require all children under twelve years of age to be protected against Rubella. Rubella is commonly known as German Measles and is also called three day measles. This is required for entrance to school as well as for those attending school at the present time.

According to school medical records your child has not been immunized or had German Measles. To bring our school records up to date, please answer the following:

Francis J. Kalaman, M.D.
School Medical Advisor

My child________________ had German Measles (Rubella) immunization.

____
(Date)

My child________________ had German Measles(Rubella).

____
(Date)

____
(Parent's Signature)

NORWALK PUBLIC SCHOOLS - SCHOOL HEALTH SERVICES

NAME________________________SCHOOL___________GRADE____HOMEROOM_____

Dear Parent:

Pupils in Connecticut Public Schools are required by law to have a health examination periodically. In Norwalk, they are required in the 2nd, 4th, 7th and 10th grades and must be recorded on a Norwalk School Health Record.

Your family physician is familiar with your child and it is desirable for him to do this examination. If this cannot be done, provision will be made to have this examination done by a school physician. If you wish, you may be present.

PARENT PLEASE SIGN ONE OF THE FOLLOWING:

(1) Our family physician will examine my child and form will be returned within a month. (A physical examination completed in this calendar year is acceptable.)

Signed:____________________________________

(2) Please have the school physician examine my child.

Signed:____________________________________

I desire to be present when my child is examined. YES___ NO___

THE PUBLIC SCHOOLS

Town of ....

To Parents:

Many people are exposed to tuberculosis without knowing about it. The best way of determining whether or not a pupil has been infected is by means of a tuberculin test.

Through the cooperative efforts of several local health agencies, it is possible to offer a tuberculin test to students in this school. This test according to medical authorities, is harmless and may result in great benefit not only to the pupil concerned, but to the family as well. You may avail yourself of the opportunity of securing this test for your child without cost by using the request slip below.

Those who react positively to the tuberculin test should have an X-ray of their chest, and this will be available without cost to those who cannot arrange for it otherwise.

The results of tuberculin tests will be sent to parents.

Information concerning tuberculosis or the tuberculin test may be secured from your physician, or by telephone or consultation with the school nurse. Please communicate with her if she can be of help to you.

Very truly yours,

Principal

This project is sponsored by the Local Health Groups and the State Department of Health, Office of Tuberculosis Control, Hospital Care and Rehabilitation

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REQUEST FOR TUBERCULIN TEST

To the Principal:

I request that .... be tested with tuberculin test, and X-rayed if necessary.

The physician usually treating our family is

Doctor ....

.... Date

.... Parent or Guardian

BOARD OF EDUCATION
Administration and Service Center
105 Main Street
Norwalk, Connecticut 06852
847-0481

Dear Parents:

In the event you may need the services of the Children's Medical Center we are sending you the following for your information.

Children's Medical Center
17 Monroe Street
South Norwalk, Connecticut 06853
(near Railroad Station)
Telephone for appointment 866-0777

Hours
Monday through Friday - 10:00 a.m. to 12 noon
1:00 p.m. to 5:00 p.m.
7:00 p.m. to 9:00 p.m.
Saturday 10:00 a.m. to 12:00 noon.

Sincerely yours,

Richard C. Briggs
Superintendent of Schools

BOARD OF EDUCATION

September 1973

Dear Parent or Guardian:

The Norwalk Board of Education, realizing the importance of making available a well-balanced lunch for all students, participates in the National School Lunch Program. For those students who are unable to pay the full price of the lunch, provisions are made for them to receive lunches free.

Children from families whose gross annual income is no more than that indicated in the chart below are eligible for lunches free.

If the number of people in your family is: ...and your income is at or below this level, you are eligible for a free lunch.

1	$ 2,565
2	3,370
3	4,180
4	4,975
5	5,710
6	6,450
7	7,115
8	7,785
9	8,390
10	8,990
11	9,585
12	10,180

Each additional family member $600.

If your income is greater than those shown above but you have unusually high medical bills, shelter costs in excess of 30 percent of your income, special education expenses due to mental or physical condition of a child, or disaster or casualty losses, your children may still be eligible.

To apply for free lunches for your children, at any time during the year, complete the attached application and return it to the school. You will be notified within 10 days of receiving your application whether or not your children are eligible. If you do not agree with the decision, you have a right to a fair hearing. This can be done by calling or writing Mr. Charles Wagner or Dr. Edward McEnroe at 105 Main Street, Norwalk, Connecticut, Phone #847-0481.

In certain cases foster children are also eligible for these benefits. If you have foster children living with you and wish to apply for such lunches for them, please notify us or indicate on the application.

All children are treated the same regardless of ability to pay. In the operation of child feeding programs, no child will be discriminated against because of his race, sex, color, or national origin. If your income changes during the school year, please contact us.

Sincerely,

Richard C. Briggs
Superintendent of Schools

APPLICATION FOR FREE LUNCHES

Parents: To apply for free lunches for your children, fill out this form and return it to the school office.

Date: __________

Names of children for whom application is made:

Name	School	Grade

Name and address of parent or guardian: Phone: __________

Total number of family members living at home________.
Total family income before deductions (including welfare payments, wages of all working members, pensions, social security, and all other income).

Weekly:______ Semi-monthly:________, Monthly:______ Yearly:______
(fill out one)

If your gross family income exceeds the amount indicated in the school's letter, and you wish to apply under any of the special hardship conditions cited in the letter, please complete this application and also describe the nature of your hardship here:__________

In certain cases, foster children are eligible for free lunches regardless of your family income. If you have foster children living with you and wish to apply for such lunches for them, please check here:________.

I hereby certify that all of the above information is true and correct to the best of my information and belief.

____
Signature of Adult Family Member

FOR SCHOOL USE ONLY

Your application for free lunches for your children has been:

____________ Approved for free lunches
____________ Denied for the following reason:________

Appeal of this decision may be made to: Dr. Edward McEnroe, Director of Pupil Personnel or Charles A. Wagner, Director of Non-Personnel and Supportive Services, 105 Main Street, Norwalk, Connecticut, Phone 847-0481.

NORWALK DEPARTMENT OF HEALTH

137 East Avenue
Norwalk, Connecticut

Todos las pacientes admistados al clinico dental estan pregantados a contestor la informacion siguiente importante al cuidado del paciente.

Todos las pacientes que no tiene mas de 18 anos de edad tiene que estar acompanado al clinico por un adulto las Pacientes que no tiene 18 anos de edad no va a estar dejado de salu el clinico despues del tratamiento sin un adulto.

HISTORIA SOCIAL:

Nombre
Direccion
edad
Nombre de padre, guardian, pariente
direccion

referido por: escuela — nombre de escuela
medico — nombre del medico
agencia — nombre de los agencia

Techa:

HISTORIA MEDICAL

Por favor indique Ud. cualquier de la enfermedades que ha tenido el paciente:

Allergies a medicinas ( ) vacunas ( ) comidas ( )
historia de sangrando sin fieno ( )
fielic reumatico ( )
enfermedad del corazon ( )
Asma ( )
diabetes ( )

escailantina ( )
enfeimedad de rinon ( )
dolor de oidos( )
parotidas ( )

Signatura del paciente (si 21 anos) Padre o guardian ____________________

Signatura del interprete______________________________ Techa:____________

Hay una propina de $2.00 por cada visitante por cada nino al clinico
Por favor si tiene State Welfare, A.D.C. o titulo 19.

Norwalk Departamiento de salud
137 East Avenue
Norwalk, Connecticut
06851

A quien pueda interesar:

Yo, ______________________________, por esto autorizo
(nombre de padre)
a los dentistas y higienisto dental de la Clinica Dental del departamiento de salud de Norwalk, a ejecutar o haber ejecutado a mi nino menor de edad, ______________________________,
(nombre de nino)

Fecha______________________ Parentesco______________________
(madre, padre, o guardian legal)

Testigo______________________ Firmado______________________
(adulto mas de 21) (signatura de padre)

Signatura de individuo referiendo______________________________

Junta de educación

105 Main Street

Norwalk, Connecticut

Servicios de salud

Según Acto Público # 71-296, cada junta de educación requerirá que todos los niños debajo 12 años sean protegidos contra rubéola. Rubéola es conocido como German Measles, y tambien sarampión de 3 dias. Es requerido para entrada a

sente.

Segun las fichas médicas de escuela su nino no ha sido immunizado o no ha tenido rubeola. Para traer nuestras fichas de escuela hasta la fecha, conteste lo siguiente por favor.

Francis J. Kalaman M.D.
Consejero medico

Mi nino ______________________ tuwo rubéola immunización.

____
Fecha

Mi nino ______________________ tuwo rubeola.

Fecha ______________________

Signatura ______________________

Escuelas publicas de Norwalk
Servicios médicos

Nombre________________________ Escuela______________ Nivel(o grado)____

Cuarto de escuela____________

Queridos padres:

Los estudiantes en las escuelas públicas de Connecticut están requeridos por ley a tener un examen médico de vez en cuendo. En

que ser anotados en una ficha medica de escuelas de Norwalk.

El médico de cabecera es familiarizado con su niño y es deseable que hace el examen. Si no puede ser hecho, provisión estará hecho a tener el examen por un médico de la escuela. Si quiere ud, puede estar presente.

PADRE, MADRE, FIRME UNO DE LO SIGUIENTE,

POR FAVOR

(1) Nuestro médico de cabecera examinara a mi niño y la forma estará volvido dentro de un mes. (Un examen físico cumplido durante el año 1975 es aceptable.)

Signatura________________________

(2) Por favor, quiero que el médico de escuela examine a mi niño.

Signature ______________________________

Quiero estas presente cuando mi niño está examinado.

Sí________ No________

ESCUELAS PUBLICAS

Ciudad de ____________________

A los padres:

Mucha gente está expuesta a tuberculosis sin saberlo. La mejor manera de determinar si un estudiante ha estado infectado es por via de un examen de tuberculosis (t.b.).

Por los esfuerzos cooperativos de muchos agencios locales de dalud, es posible afrir un examen t.b. a los estudiantes en [redacted] Este examen, segun los autoridades medicos, es [redacted] resultar en gran beneficio no sola al estudiante envolvido sino tambien a la familia. Puede eprovecharse de esta oportunidad para su nino sin pajar por usar esta papeleta de peticion.

Los que reaccionar positivamente al examen t.b. debe tener un X-ray del pecho, y esto sera disponible sin pagar a los que no pueden arreglarlo de otra manera.

Los resultados del examen t.b. estaran mandatos a los padres.

Informacion respecto de t.b. or el examen t.b. puede ser obtenido de su medico, o por telefone o consultacion con la enfermere de escuela.

Su seguro servidor,

____
(Principal)

PETICION PARA EL EXAMEN T.B.

Al principal:

Quiero que ____________________________________ tenga el examen t.b., y tenga X-ray si es necesario.

El medico que usualmente trata a nuestra familia es el doctor ____________________________________
(nombre del medico)

____
(fecha)

____
(padre o guardian legal)

BOARD OF EDUCATION

Administration and Service Center

105 Main Street

Norwalk, Connecticut 06852

847-0481

Tueridos Padres:

Si Uds. necesitan los servicios del centro medical para ninos, le mandamos el siguiente para su informacion.

Centro medical para ninos
17 Monroe Street
South Norwalk, Connecticut 06853
(near Railroad Station)
(cerca de la estacion feriocarul)
telifono para una cita 866-0777

Horas

lunes por viernes -	10:00 a.m. to 12:00 mediodia
	1:00 p.m. to 5:00 p.m.
	7:00 p.m. to 9:00 p.m.
Sabado	10:00 a.m. to 12:00 mediodia

Richard C. Briggs
Superintendent of Schools

BOARD OF EDUCATION

Padres

El departmento de educasion de Norwalk, reconociendo la importancia de un almuerzo nutricio para todo los alumnos, participa en el National School Lunch Program. Para esos slumnos que no puede pagar el precio del almuerzo, provisiones estan hecho para ellos para reubu los almuerzos gratis.

Ninos de familias que ganan cada ano no mas que esta indicado bajo puede recibi almueizos gratis.

Si el numero de miemlios de su familia es	y la familia ganan menos que este nivel. Se puede revuia un almerzo gratis
1	$ 2,565
2	3,370
3	4,180
4	4,975
5	5,710
6	6,450
7	7,115
8	7,785
9	8,390
10	8,990
11	9,585
12	10,180

Si la familia gana mos que esta indicado perotienc cuentos medicale: tan alto, la casa cuesta mas que 30 por ciento de lo que gana, cuentos para educacion especial porque de la condicion mental o fisical del nino, o perdidos desastres, sus ninos pueden recibir los almuerzos.

Para aphiar para almuerzos gratis para los ninos, cualqiuer tiempo durante el ano, Usan Uds. la aplicacion prencido y devuelvala a la escuela. Entre diez deas de recibu la aplicacion le notificamos a Ud. si o no los ninos pueden recibu el almuerzo gratis. Si no esta de acuerdo con la decision tiene el derdcho de una discusion. Se puede hacer este por llamar o escubic el Senor Charles Wagner o 11 Doctor Edward MeEnro - la direccion 105 Main Street, Norwalk, Connecticut telefono 847-0481.

En algunos casos hijas de leihe tambien puede reubic los almuerzos. Si tieni hyas de liehe viviendo con Uds. y desea aplicar para almuerzos para ellos, por favov diganos o indicalo en la aplicacion.

Todos los ninos reuben igual descuidado de la abilidad para pager. En la opliacion de programas para ninos, no hay discriminacion de raza, sexo, color, o origen nacional. Si la que gana cambia durante el ano scolastico, por favor diganas.

Sincerely,

Richard C. Briggs
Superintendent of Schools

APLICACION PARA ALMUERZO GRATIS

Para aplicac para almuerzos gratis, usen Uds. esta forma y devuelvala a la oficina de la escuela.

Techa: ______________________

Nombes de los ninas para quien es esta aplicacion

Nombre	Escuelo	Grado

Nombre y direccion del padre o guardian: telefono: ______________

____

Numero total de los miembos viviendo a casa __________.
lo que gana antes de deduccions (incleuyendo dinero de welfare, diners de todos los miembos tra bajando, pensiones, securidad social).

Por semana: __________ Quicenal __________ Por mes __________ Anual __________
(indique uno)

Si gana mas que muestran ea la carta de la escuela y desea Uds. de aplicar porque de condiciones citado en la carta, Usen Uds. esta aplicacion y describanos la razon. ______________________________

____

En algunas casos hijas de leche puedes recibic almuerzos gratis descuidado de lo que gana la familia. Si tiene hijos de leche y desea Ud. aplicar para los almuerzos por favor marca aque ________.

Certifico que toda la informacion es verdad y corecto a lo mejor de mi informacion y creido.

____
signatura del miembo adulto de la familia

SCLO PARA EL USO DE LA ESCUELA.

Sev aplicacion para almuerzos gratis para sus ninos ha estado:

______________________ aprobado para almuerzos gratis
______________________ negado para las razones siguientes: __________

Si hay preguntas de esta decision llame Ud. El Doctor Edward McEnroe, el Director de Pupil Personnel o el Senor Charles A. Wagner, el Director de Non-Personnel y Supportive Services, 105 Main Street, Norwalk, Connecticut, telefono 847-0481.

UFFICIO SANITA' DI NORWALK

137 East Ave.

Norwalk, Connecticut

Tutti i pazienti ammessi alla CLINICA PER I DENTI sono pregati di riempire il seguente modulo per la cura del paziente.

Tutti i pazienti minori di 18 anni devono essere accompagnati alla Clinica da un adulto. Ai pazienti minori di 18 anni non sara' permesso lasciare la Clinica senza un adulto dopo l'esame medico.

STORIA SOCIALE

Nome del paziente
Indirizzo
Eta' — Numero del telefono
Nome del Genitore, Custode, Parente
Indirizzo
Riferito da: Scuola — Nome della Scuola
Medico — Nome del Medico
Agenzia — Nome dell'Agenzia

Data di riferimento:

STORIA MEDICA

Siete pregato di indicare ogni malattia, qui sotto elencate, che il paziente ha avuto.

Allergie alle medicine ( ) Vaccini ( ) Cibi ( )
Storia di emorraggie incontrollabili ( )
Febbre Reumatica ( ) Scarlattina ( )
Mal di Cuore ( ) Malattie ai Reni ( )
Asma ( ) Mal di Orecchi ( )
Diabete ( ) Orecchioni ( )

Firma del Paziente (se 21 anni), Genitore o Custode ______________________

Firma dell'Interprete ______________________ Data ______________

Ogni bambino deve pagare un ammonto di $2.00 per ogni visita alla Clinica per i Denti. Per favore dite se fate parte del Welfare dello Stato, A.D.C. oppure Titolo 19.

314

UFFICIO SANITA' DI NORWALK
137 East Ave.
Norwalk, Connecticut 06851

ALL'INTERESSATO:

Io, ______________________________ autorizzo i
(Nome del Genitore)

dentisti e gli igenisti dei denti della Clinica dei Denti dell'Ufficio Sanitario di Norwalk, a eseguire o che e' stato eseguito su mio figlio minorenne ______ ______________________ tali cure o operazione come ritenuto opportuno.
(nome del bambino)

Data ____________ Parentela ______________________
(Madre, Padre o Custode legale)

Testimone ______________ Firma ______________________
(sopra 21 anni) (Firma del Genitore)

Firma dell'individuo ______________________________

DIREZIONE SCOLASTICA
105 Main Street
Norwalk, Connecticut

SERVIZIO DI SANITA'

Sotto l'Atto Pubblico No. 71-296 ogni Direzione Scolastica vuole che i bambini sotto dodici anni, siano protetti contro la varicella, comunemente chiamata morbillo di 3 giorni. Questo e' necessario per i bambini che frequentano la scuola per la prima volta, e per quelli che la frequentano gia'.

A secondo i registri medici della scuola, il vostro bambino non e' stato vaccinato oppure non ha avuto la varicella. Per avere i nostri registri al corrente, siete pregato di rispondere alle seguenti domande:

Francis J. Kalaman, M.D.
Medico Consigliere Scolastico

Il mio bambino ______________________ ha avuto la vaccinazione per la varicella.

____
(Data)

Il mio bambino ______________________ ha avuto la varicella

____
(Data)

____
(Firma del Genitore)

FJK/AA/ic
10/73

SCUOLE PUBBLICHE DI NORWALK - SERVIZIO SANITARIO SCOLASTICO

NOME ____________________ SCUOLA ____________________

CLASSE ____________________ HOMEROOM ____________________

Egregio Genitore:

La legge esige che gli studenti delle scuole pubbliche di Connecicut, abbiano un esame sanitario periodicamente. Sono necessari nella seconda classe, quarta, settima e decima, e deve essere riportato nei registri sanitari delle scuole di Norwalk.

Il vostro dottore di famiglia conosce a fondo il vostro bambino, quindi l'esame puo' essere fatto da lui. Se cio' non e' possibile, un dottore della scuola lo fara'. Se lo desiderate, voi potete essere presente.

GENITORE PER FAVORE FIRMATE UNO DEI SEGUENTI:

(1) Il nostro dottore di famiglia esaminera' il mio bambino e il modulo vi sara' consegnato dentro un mese. (Un esame medico fatto durante quest'anno e' accettabile).

Firma ____________________

(2) Per favore fate esaminare il mio bambino dal dottore della scuola.

Firma ____________________

Desidero essere presente all'esame medico del mio bambino. SI __________ NO __________

AA/ic
Rev.2/13/74
SHS-2

SCUOLE PUBBLICHE

Citta' di ______________________________

Ai Genitori:

Molte persone vengono a contatto con la tubercolosi senza saperlo. Il miglior modo per determinare se lo studente e' infettato e' quello di fare alcuni esami di tubercolosi.

Per mezzo della cooperazione delle agenzie sanitarie locali, e' stato possibile offrire esami per la tubercolosi in questa scuola. Questo esame, a secondo le autorita' mediche, non e' pericoloso e puo' risultare di grande beneficio non solo agli studenti, ma anche alle rispettive famiglie. Potete ottenere questa opportunita', senza costo,usando il seguente modulo.

Coloro che reagiscono positivamente, dovranno farsi i Raggi X al petto; questo sara' a disposizione,senza costo,a coloro che non possono permetterselo.

Il risultato degli esami per la tubercolosi verra' mandato ai genitori.

Informazioni sulla tubercolosi o sugli esami possono essere ottenuti dal vostro dottore oppure telefonando o consultando l'infermiera della scuola. Per favore mettetevi in contatto con lei se credete vi sara' di aiuto.

Sinceramente

Il Preside

Questo progetto viene garantito dal Gruppo Sanitario locale e dal dipartimento Sanitario dello Stato, Ufficio per il controllo della tubercolosi, Cura e riabilitazione dell'ospedale.

RICHIESTA PER L'ESAME DI TUBERCOLOSI

Al Preside:

Io richiedo che ______________________________ sia esaminato con l'esame della tubercolosi, e,se necessario con i Raggi X.

Il dottore che si prende cura della nostra famiglia e' Dottor ____________________ ______________________________.

______________________________ Data

______________________________ Genitore o Custode

S.T.C. 1 PS. (2-70) 10M

Caro Genitore:

Nel caso avreste bisogno dei servizi del Centro Medico per i bambini, vi inviamo il seguente per vostra informazione.

Children's Medical Center
(Centro Medico per bambini)
17 Monroe Street
South Norwalk, Conn. 06853
(vicino la stazione ferroviaria)

Telefonate per un'appuntamento 866-0777

ORARIO

Da Lunedi' a Venerdi'

10:00 alle 12(mezzogiorno)
1:00 alle 5:00 PM
7:00 alle 9:00 PM

Sabato
dalle 10:00 alle 12:00 (mezzogiorno)

Sinceramente,

Il Preside

DIREZIONE SCOLASTICA
Centro di Amministrazione e Servizio
105 Main Street
Norwalk, Connecticut 06852
847-0481

Settembre 1973

Egregio Genitore o Custode:

La Direzione Scolastica di Norwalk, conoscendo l'importanza di presentare una buona colazione per gli studenti, partecipa al Programma Scolastico Nazionale per la Colazione. Per quei studenti che non possono permettersi di pagare il prezzo completo, saranno fatte provvisioni affinche' ricevano la colazione gratis.

Sono elegibili per la colazione gratis solo quei bambini le cui famiglie non hanno un'entrata annuale piu' di quello elencato qui' sotto.

Se il numero dei componenti della vostra famiglia e' di: ...e la vostra entrata e' sotto questo livello, siete elegibili per la colazione gratis:

1	$ 2,565
2	3,370
3	4,180
4	4,975
5	5,710
6	6,450
7	7,115
8	7,785
9	8,390
10	7,990
11	9,585
12	10,180

Ogni membro in piu' $600.

Se la vostra entrata e' maggiore di quella indicata sopra , ma avete pagamenti medici molto alti, pagamenti nascosti per il 30% della vostra entrata, pagamenti per educazione speciale dovuto a condizioni mentali e fisiche del bambino, oppure disastri o perdite di vittime, i vostri bambini possono essere elegibili.

Per avere colazioni gratis per i vostri bambini durante l'anno, completate il modulo allegato e riportatelo a scuola. Sarete notificati entro 10 giorni dopo aver ricevuto il vostro modulo, se i vostri bambini sono elegibili. Se non siete d'accordo con la decisione, avete il diritto di appellarvi. Questo puo' essere fatto con lo scrivere al Sig. Charles Wagner oppure al Dr. Edward McEnroe a 105 Main Street Norwalk Connecticut, Telefono # 847-0481.

In alcuni casi, i bambini adottati sono elegibili. Se avete bambini adottati con voi e desiderate avere queste colazioni per loro, per favore mettetevi in contatto con noi, oppure indicatelo sul modulo.

Tutti i bambini saranno trattati alla pari, senza dar conto alla loro abilita' di pagare. In questo programma, non ci saranno discriminazione perche' di differente razza, sesso, colore oppure origine. Se la vostra entrata cambia durante l'anno per favore avvisateci.

Sinceramente,

Richard C. Briggs
Direttore delle Scuole

MODULO PER LA COLAZIONE GRATIS

Genitori: Per avere la colazione gratis per i vostri bambini, riempite questo modulo e riportatelo all'ufficio della scuola.

Data: ____________________

Nome dei bambini per i quali il modulo viene riempito:

Nome	Scuola	Classe

Nome e indirizzo del genitore o custode: Telefono: ____________

Numero dei membri di famiglia abitanti a casa ____________

Somma delle entrate di famiglia prima delle deduzioni (includendo pagamenti del Welfare, paghe di tutti i membri che lavorano, pensioni, pensione di vecchiaia, e tutte le altre entrate.)

Settimanale: ________ Meta' mese ________ Mensile ________ Annuale ________
(riempirne uno)

Se l'entrata completa familiare e' di piu dell'ammonto indicato nella lettera della scuola e desiderate avere il beneficio sotto le condizioni citate nella lettera, per favore completate questo modulo e descrivete la natura della vostra condizione qua': ________________________________

In certi casi, i bambini adottati sono elegibili per le colazioni gratis senza dar conto all'entrata della famiglia. Se avete bambini adottati che abitano con voi e volete avere le colazioni tratis per loro, per favore fate un segno qua' ________

Secondo le mie conoscenze certifico che tutte le informazioni sono vere e corrette.

____
Firma di un membro adulto della famiglia

PER USO DELLA SCUOLA

La vostra domanda per le colazioni gratis e' stata:

________________ approvata per le colazioni gratis
________________ negata per le seguenti ragioni ________________

Ricorso per questa decisione puo' essere fatto a: Dr. Edward McEnroe, Direttore del personale per gli studenti, oppure Charles A. Wagner, Direttore del non-personale e servizio di supporto, 105 Main Street Norwalk, Connecticut. Telefono 847-0481.

Τμῆμα Ὑγιεινῆς Norwalk
137 East Avenue
Norwalk, Connecticut

Ὅλοι οἱ πελάτες τῆς Ὀδοντιατρικῆς Κλινικῆς παρακαλοῦνται νά συμπληρώσουν τίς κάτωθι πληροφορίες.

Ὅλοι οἱ πελάτες κάτω τῶν 18 ἐτῶν πρέπει νά συνοδεύονται ἀπό κάποιον μεγάλον. Ὅσοι πελάτες εἶναι κάτω τῶν 18 ἐτῶν, δέν ἐπιτρέπονται νά φύγουν μετά τήν θεραπείαν ἤ μετά τήν ἐπίσκεψιν εἰς τήν Κλινικήν χωρίς κάποιον μεγάλον.

Πληροφορίαι:
Ὄνομα Πελάτου
Διεύθυνσις
Ἡλικία
Ὄνομα Γονέως, Κηδεμόνος, Συγγενῆ
Διεύθυνσις
Ἡμερομηνία

Σύστασις:	Τοῦ Σχολείου	Ὄνομα Σχολείου
	Τοῦ Ἰατροῦ	Ὄνομα Ἰατροῦ
	Τοῦ Γραφείου Περιθάλψεως	Ὄνομα Γραφείου Περιθάλψεως

Ἰατρική Ἱστορία Πελάτου

Παρακαλεῖσθε νά σημειώσετε ποιές ἀπό τίς κάτωθι ἀρρώστιες ἔχει περάσει ὁ πελάτης.

Ἀλλεργίες εἰς φάρμακα ( )
Αἱμορραγίες ( )
Ρευματικόν Πυρετόν ( )
Καρδιακήν Πάθησιν ( )
Ἄσθμα ( )

Ἐνέσεις Προφυλακτικές ( )
Διαβήτην ( )
Ἀναιμία ( )
Παθήσεις Νεφρῶν ( )

Τροφές ( )
Μαγουλίτες ( )

Ὑπογραφὴ Πελάτου (ἐὰν 21 ἔτους), Γονέως ἢ Κηδεμόνος

Ὑπογραφὴ Διερμηνέως   Ἡμερομηνία

Ἡ κάθε ἐπίσκεψις εἰς τὴν Ὀδοντιατρικὴν Κλινικὴν γιὰ κάθε παιδί εἶναι $2.00. Παρακαλεῖσθε νὰ σημειώσετε ἐὰν λαμβάνετε Κοινωνικὴν Περίθαλψιν (State Welfare) ἢ ὑπὸ A.D.C. ἢ ὑπὸ Τίτλου 19.

Τμῆμα Ὑγιεινῆς Norwalk
137 East Avenue
Norwalk, Connecticut

Γνωρίζω εἰς τόν ἐνδιαφερόμενον:

Ἐγώ ______________________ δίδω τό δικαίωμα εἰς τούς ὀδοντιατρούς
(ΟΝΟΜΑ ΓΟΝΕΩΣ)

καί νοσοκόμους τῆς Ὀδοντοϊατρικῆς Κλινικῆς τοῦ Τμήματος Ὑγιεινῆς Norwalk νά χρησιμοποιήσουν ὅ,τι ὀδοντιατρικήν θεραπεία ἤ χειρουργικήν ἐπέμβασι χρειάζεται.

Ἡμερομηνία ______________ Συγγένεια ______________________
(ΜΗΤΕΡΑ, ΠΑΤΕΡΑΣ ἤ ΚΗΔΕΜΩΝ)

Μάρτυρες ______________ Ὑπογραφή γονέως ______________________
(ΑΝΩ ΤΟΥ 21)

Ὑπογραφή Ὑποδεικνύοντος ______________________

Ἐπιτροπή Παιδείας
105 Main St.
Norwalk, Conn.

Ὑπηρεσία Ὑγιεινῆς

Συμφώνως μέ τόν κυβερνητικόν κανονισμόν Ἀριθμόν 71-296 κάθε Ἐπιτροπή Παιδείας θά ὑποχρεώνη ὅλα τά παιδιά κάτω τῶν 12 ἐτῶν νά προφυλαχθοῦν ἀπό τήν ἀρρώστεια, Ρουμπέλλα — εἶναι γνωστή εἰς τό κοινόν ὡς ἰλαρά. Αὐτή ἡ προφύλαξις εἶναι ἀπαραίτητος γιά ὅλα τά παιδιά πού φοιτοῦν τώρα σέ σχολεῖο. Γίνεται ἁπλῶς μία προφυλακτική ἔνεσις.

Συμφώνως μέ τά στοιχεῖα πού ὑπάρχουν στό σχολεῖο, τό παιδί σας [illegible]ν ἔχει λάβει αὐτήν τήν ἔνεσιν. οὔτε εἶχε ποτέ τήν ἰλαρά. Γιά νά συμπληρώσωμε λοιπόν τά στοιχεῖα μας, σᾶς παρακαλοῦμε νά συμπληρώσετε τά κάτωθι:

Francis J. Kalaman, Ἰατρός
Ἰατρικός Σύμβουλος Σχολείων

Παρακαλῶ νά ἀπαντήσετε στίς ἐρωτήσεις αὐτές ναί ἤ ὄχι. Κάνετε ἕναν κύκλο γύρω ἀπό τήν σωστήν ἀπάντησι.

Τό παιδί μου ἔχει λάβει αὐτήν τήν ἔνεσι. ναί ὄχι
Ἡμερομηνία ____________

Τό παιδί μου ἔχει περάσει τήν ἰλαρά. ναί ὄχι
Ἡμερομηνία ____________

ΔΗΜΟΣΙΑ ΣΧΟΛΕΙΑ NORWALK
ΥΠΗΡΕΣΙΑ ΥΓΙΕΙΝΗΣ

ΟΝΟΜΑ ________ ΣΧΟΛΕΙΟΝ ________ ΤΑΞΙΣ ________ ΔΩΜΑΤΙΟΝ ________

Ἀγαπητοί Γονεῖς:

Ὑποχρεοῦνται οἱ μαθηταί τῶν Δημοτικῶν Σχολείων τοῦ νομοῦ μας (Κοννέκτικουτ) νά περάσουν ἀπό ἰατρικήν ἐξέτασιν ὅταν εἶναι εἰς τήν 2αν, 4ην, 7ην, καί 10ην τάξιν. Πρέπει νά ὑπάρχουν ὅλα αὐτά τά στοιχεῖα στό Γραφεῖον Ὑγείας.

Εἶναι προτιμότερον νά γίνη ἡ ἐξέτασις αὐτή ἀπό τόν οἰκογενειακόν σας ἰατρόν, ὁ ὁποῖος γνωρίζει καλύτερα τό παιδί σας. Ἐάν δέν μπορεῖτε νά τό κάνετε αὐτό διά ὁποιονδήποτε λόγον, ἠμπορεῖ νά γίνη ἡ ἐξέτασις ἀπό ἰατρόν τοῦ σχολείου. Ἐάν προτιμᾶτε, ἠμπορεῖτε νά ἔλθετε νά εἶσθε εἰς τήν ἐξέτασιν.

ΠΑΡΑΚΑΛΕΙΣΘΕ ΝΑ ΥΠΟΓΡΑΨΕΤΕ ΤΟ ΤΙ ΠΡΟΤΙΜΕΙΤΕ:

(1) Ὁ οἰκογενειακός μας ἰατρός θά ἐξετάσῃ τό παιδί μου καί θά σᾶς ἐπιστρέψωμε αὐτό τό χαρτί (ὄχι ἀργότερα ἀπό ἕνα μῆνα). (Ἐάν τό παιδί σας ἔχει ἐξετασθῆ αὐτόν τόν χρόνο, δεχόμεθα τά ἀποτελέσματα).

(2) Προτιμῶ νά ἐξετάσῃ τό παιδί μου ἰατρός τοῦ σχολείου ________ ΥΠΟΓΡΑΦΗ

________ ΥΠΟΓΡΑΦΗ

Ἐπιθυμῶ νά παρευρεθῶ εἰς τήν ἐξέτασιν τοῦ παιδιοῦ μου. Ναί ________ Ὄχι ________

(Physical Exam Permission)

326

(Request for Tuberculin Test)

Δημόσια Σχολεῖα
Norwalk

Πρὸς τοὺς Γονεῖς:

Πολλοὶ ἄνθρωποι χωρὶς νὰ τὸ γνωρίζουν ἐκτίθονται στὴν φυματίωσιν. Ὁ τρόπος διὰ νὰ βεβαιωθῆ κανεὶς ἐὰν οἱ μαθηταὶ τοῦ σχολείου μας ἔχουν μολυνθῆ, εἶναι μὲ μίαν ἰδικὴν ἐξέτασιν δι' αὐτὴν τὴν ἀρρώστια. Γίνεται δωρεὰν καὶ θὰ σᾶς κάνωμε γνωστὸν τὸ ἀποτέλεσμα.

Μετ' ἐκτιμήσεως,
Ὁ Διευθυντής

Αἴτησις Ἐξετάσεως Φυματισμοῦ :

Πρὸς τὸν κ. Διευθυντήν:

Παρακαλῶ νὰ ἐξετασθῆ τὸ παιδί μου, ______________________,
ONOMA
καὶ νὰ περάση ἀπὸ ἀκτινοσκόπησιν ἐὰν παραστῆ ἀνάγκη. Ὁ ἰατρὸς τῆς οἰκογενείας μας ὀνομάζεται ______________________.
ONOMA IATPOU

____
ΗΜΕΡΟΜΗΝΙΑ

____
ΥΠΟΓΡΑΦΗ ΓΟΝΕΩΣ Η ΚΗΔΕΜΩΝΟΣ

Ἀγαπητοί γονεῖς·

ἐάν τυχών χρειασθῆτε τό παιδικόν ἰατρικόν κέντρον, σᾶς στέλλομε τίς ἑξῆς πληροφορίες.

Children's Medical Center
17 Monroe Street
South Norwalk, Conn. 06854
(κοντά στόν σταθμό τοῦ τραίνου)
Τό τηλέφωνον γιά ραντεβοῦ εἶναι 866-0777

Ὧραις
Δευτέρα ἕως Παρασκευή
10:00 AM ἕως 12:00 τό μεσημέρι
1:00 ἕως 5:00 P.M
7:00 ἕως 9:00 P.M

Σάββατο 10:00 AM ἕως 12:00 μεσημέρι

Εἰλικρινῶς
Γυμνασιάρχης

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

FOREIGN LANGUAGE
WILLIAM JASSEY

Γραφεῖον Παιδείας
Κέντρον Διαχειρίσεως καί Ἐξυπηρετήσεως
105 Main St.
Norwalk, Connecticut 06852
Τηλέφωνον 847-0481

Ἀγαπητοί Γονεῖς ἤ Κηδεμόνες:

Τό Γραφεῖον Παιδείας τοῦ Norwalk, ἐπειδή θεωρεῖ σοβαρόν ζήτημα τό νά τρώγουν τό ἀπαιτούμενο μεσημβρινό φαγητό ὅλοι οἱ μαθηταί, συμμετέχει εἰς τό ἐθνικό πρόγραμμα σχολείων, National School Lunch Program. Διά τούς μαθητάς, οἱ ὁποῖοι δέν δύνανται νά πληρώσουν τήν τιμήν αὐτοῦ τοῦ φαγητοῦ κάθε μεσημέρι, ὑπάρχει ταμεῖον διά νά τό λαμβάνουν δωρεάν.

Παιδιά οἰκογενειῶν τῶν ὁποίων τά ἔσοδα κάθε ἔτος δέν ὑπερβαίνουν τά κάτωθι ποσά, δικαιοῦνται φαγητό κάθε μεσημέρι δωρεάν.

Ἐάν ὁ ἀριθμός τῶν ἀτόμων τῆς οἰκογενείας σας εἶναι:	Καί τά ἔσοδα εἶναι εἰς τάς κάτωθι κατηγορίε ἤ ὀλιγώτερα δικαιοῦσθε δωρεάν τό μεσημ φαγητό διά τά παιδιά σας.
1	$ 2,565
2	3,370
3	4,180
4	4,975
5	5,710
6	6,450
7	7,115
8	7,785
9	8,390
10	8,990
11	9,585
12	10,180

Κάθε ἄτομον* 600 ἐπιπλέον.

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

FOREIGN LANGUAGE
WILLIAM JASSEY

Ἐάν τό εἰσόδημά σας ὑπερβαίνει τά ἄνωθι ποσά, ἀλλά ἔχετε ὑπερβολικά ἰατρικά χρέη, ἤ ἐάν τό ἐνοίκιόν σας εἶναι ἄνω τῶν 30 τοῖς ἑκατό τοῦ εἰσοδήματός σας, ἤ ἐάν ἔχετε ἔξοδα διά τήν μόρφωσιν τέκνων ἀσθενῶν λόγῳ πνευματικῆς ἤ φυσιολογικῆς παθήσεως, ἤ ἐάν ἔχετε οἰκονομικές δυσκολίες λόγῳ ζημείας ἤ καταστροφῆς, ὑπάρχει πιθανότης νά τό δικαιοῦνται τά παιδιά σας.

Διά νά κάνετε αἴτησιν διά δωρεάν φαγητό γιά τά παιδιά σας, ὅποτε δήποτε κατά τήν διάρκειαν τοῦ ἔτους, συμπληρώσατε τήν ἐσώκλειστον φόρμα (αἴτησιν) καί ἐπιστρέψατέ την εἰς τό σχολεῖο. Θά λάβετε εἰδοποίησιν ἐντός 10 ἡμερῶν, ἡ ὁποία θά σᾶς πληροφορῇ ἐάν τό δικαιοῦνται τά παιδιά σας ἤ ὄχι. Ἐάν δέν συμφωνεῖτε μέ τήν ἀπόφασιν, ἔχετε δικαίωμα ἀκροάσεως. Δύνασθε νά ἐπικοινωνήσετε τηλεφωνικῶς ἤ γραπτῶς μέ τόν Κον Charles Wagner ἤ μέ τόν Δόκτορα Edward McEnroe εἰς τήν διεύθυνσιν, 105 Main St., Norwalk, Conn., Τηλέφωνον 847-0481.

Εἰς ὡρισμένες περιπτώσεις θετά τέκνα δικαιοῦνται αὐτό τό ὄφελος. Ἐάν ἔχετε θετά παιδιά εἰς τό σπίτι σας καί ἐπιθυμεῖτε νά κάνετε αἴτησιν διά τήν δωρεάν τροφήν, παρακαλῶ νά μᾶς εἰδοποιήσετε ἤ νά μᾶς τό ὑποδείξετε εἰς τήν ἐσώκλειστον αἴτησιν.

Ὅλα τά παιδιά λαμβάνουν τήν ἰδίαν τροφήν ἀσχέτως ἐάν τήν πληρώνουν ἤ ἐάν τήν λαμβάνουν δωρεάν. Εἰς τήν διαχείρησιν προγραμμάτων τροφῆς παίδων δέν θά γίνη διάκρισις καμμία λόγῳ γένους, χρώματος (φυλῆς), ἤ ἐθνικότητος. Ἐάν ἀλλάξῃ τό εἰσόδημά σας κατά τήν διάρκειαν τοῦ σχολικοῦ ἔτους, παρακαλῶ νά ἐπικοινωνήσετε μέ μᾶς.

Εἰλικρινῶς,

Richard C. Briggs
Γενικός Ἐπόπτης Σχολείων

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

FOREIGN LANGUAGE
WILLIAM JASSEY

Αἴτησις Δωρεάν Τροφῆς γιά τό Μεσημέρι

Γονεῦ: Διά νά κάνετε αἴτησιν διά ἐλαφράν μεσημβρινή τροφή (lunch) τῶν παιδιῶν σας, συμπληρώσατε αὐτήν τήν φόρμα (ἤ αἴτησιν) καί ἐπιστρέψατέ την εἰς τό σχολικόν γραφεῖον.

Ἡμερομηνία ____________

Ὄνομα　　Σχολεῖον　　Τάξις

____

____

____

Τηλέφωνον ____________

Ὄνομα καί διεύθυνσις γονέων ἤ κηδεμόνος: ______________________________

____

Ἄτομα οἰκογενείας τά ὁποῖα μένουν στό σπίτι ____________

Ὁλικόν οἰκογενειακόν εἰσόδημα πρίν ἀφαιρεθοῦν ὅλα τά ποσά συμπεριλαμβάνονται: ἐπιχορηγίαι welfare, μισ ὅλων τῶν μελῶν τῆς οἰκογενείας, συντάξεις, κοινωνικές ἀσφάλειες (social security) καί ὅλα ἄλλα εἰσοδήματα.

Ἑβδομαδιαίως: ______ Ἡμι-μηνιαίως: ______ Μηνιαίως: ______ Ἐτησίως: ______

(Συμπληρώσατε μίαν κατηγορίαν.)

Ἐάν τό ὁλικόν οἰκογενειακόν σας εἰσόδημα ὑπερβαίνει τό ποσόν, τό ὁποῖον δεικνύει ἡ ἐπιστολή τοῦ σχολε καί ἐπιθυμεῖτε νά κάνετε αἴτησιν ὑπό τίς ἄλλες συνθῆκες πού ἀναφέρονται προηγουμένως, παρακαλεῖσθε νά συμπληρώσετε αὐτήν τήν φόρμα ἐπίσης νά ἐξηγήσετε τούς λόγους τῆς δυσκολίας σας: ______

____

____

____

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

FOREIGN LANGUAGE
WILLIAM JASSEY

Συνέχεια Αἰτήσεως

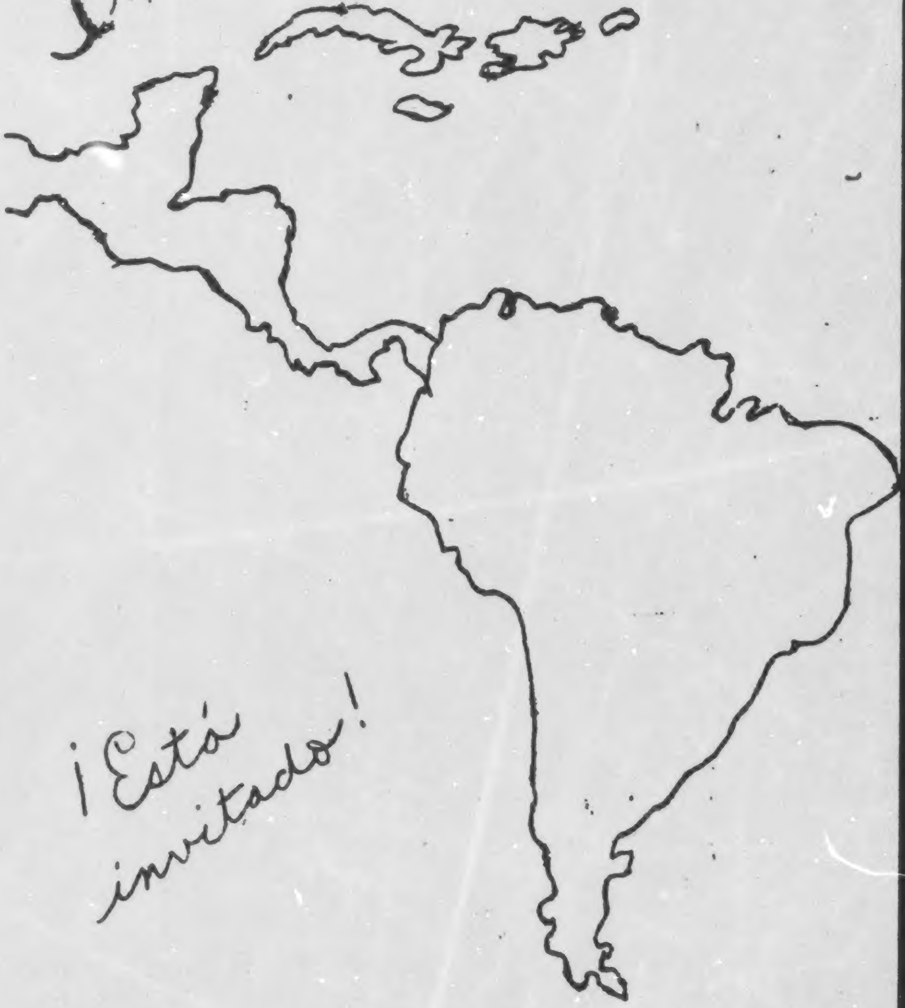
Σέ ὡρισμένες περιπτώσεις, θετά τέκνα δικαιοῦνται δωρεάν τροφή ἀσχέτως τοῦ οἰκογενειακοῦ εἰσοδήματος. Ἐάν ἔχετε θετά παιδιά τά ὁποῖα ζοῦν μέ σᾶς (συντηροῦνται μέ σᾶς) καί ἐπιθυμεῖτε νά κάνετε αἴτησιν διά νά τούς παραχωροῦν δωρεάν τροφή, παρακαλεῖσθε νά τό σημειώσετε ἐδῶ: ______.

Πιστοποιῶ ὅτι ὅλες οἱ ἄνωθι πληροφορίες εἶναι σωστές καί πραγματικές κατά τήν ἰδικήν μου ἀντίληψιν.

____
Ὑπογραφή ἐνηλίκου μέλους τῆς οἰκογενείας

To: Lawrence ifero
Ponus Ridge Middle
School

You're invited!



¡Está invitado!

Dear Mr. Cafero,

You are invited to a Latin American Fiesta.

Where: Benjamin Franklin
Middle School
Flax Hill Road
Norwalk, Conn.

When: Tuesday, May 14
7:30 p.m.

What: Latin American Show
Student Art Work
Spanish Food

See you there!

R.S.V.P. Mrs. Hughes
Benjamin Franklin
Middle School

Estimado Señor Cafero,

Usted està invitado a una fiesta latinoamericana.

Dónde: Escuela Benjamin
Franklin
Calle Flax Hill
Norwalk, Conn.

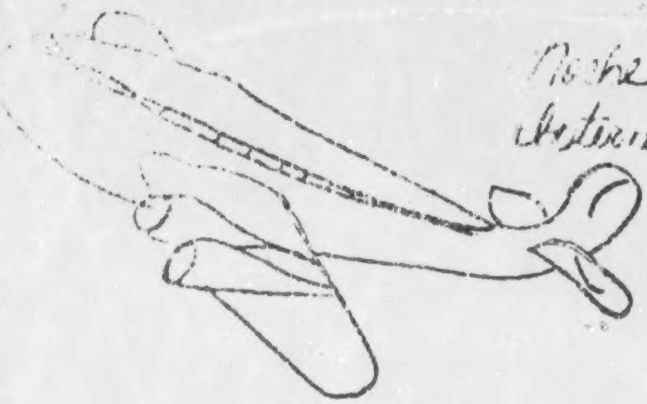
Cuándo: martes, 14 de may
a las siete y medi
de la noche.

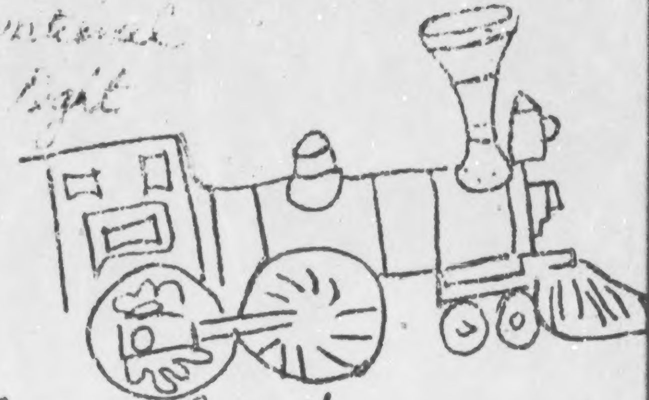
Actividades:
Show latinoamerica
Exposición del arte
hecha por los alumn
comidas típicas

¡Le verémos aquí!

R.S.V.P. Señora Hughes
Escuela Benjamin
Franklin

The students of Spanish — Gr. 7
and the Latin American Students
of Forest Ridge Middle School
present
Noche Internacional
International Night





España . . . song ¡Que Lindo el Parque!
Spain . . . What a pretty park!
song "Eres Tu"
Dances: Charleston, Russian, Rock
Mexico . . . "La Raspa"
Mexican Hat Dance
Skit: "La escuela" - The school
United States . . . Skit: "The family"
Instrumentals . . . guitar, violin, drums, organ
Great Britian . . . song "Top of the World"
Dances: Virginia Reel, Tarantella (Italy), Hora (Israel)
Dance (Argentina) Chacarera - Escondido
United Nations . . . song "Reach out and Tauch"

Adult Cast Argentine folkdances

John C Decima Humberto Gonzales Mauricio Davi
[illegible] Decima Estela Zullo Elsa Davi

BENJAMIN FRANKLIN MIDDLE SCHOOL

PARENT BROCHURE

Fred J. Foldeak
Principal

Dear Parents:

The following material has been prepared for your general information. The description of courses and the notices that schools usually send tp parents, are written in your native language, so that you are able to understand fully our program and services.

Sincerely yours,

The School Staff

Queridos Padres de Familia;

El siguiente material ha sido preparado para su informacion general. La descripcion de cursos y los avisos, que las escuelas envian usulamente a los padres de familia, han sido escritos en su idioma natel, de esta manera usted puede comprender de ileno nuestro programa y servicios.

Sinceramente,
El Personal Escolar

Cari Genitori,

Il seguente materiale e stato preparato per informazioni generali per voi. Le descrizioni delle materie e gli annunci che le scuole mandano d'abitudine ai genitori sono scritti nella vostra lingua nativa cosi voi potrete capire bene i nostri programmi e servizii.

Distinti saluti,
La scuola

Ἀγαπητοί γονεῖς,

Οἱ κάτωθι πληροφορίες ἔχουν συγκεντρωθῆ διά νά σᾶς διευκολύνουμε. Περιγράφουμε τά διάφορα μαθήματα καί τίς εἰδήσεις τοῦ σχολείου, πού στέλνονται συνήθως εἰς τούς γονεῖς, στήν δικήν σας γλῶσσα διά νά καταλάβετε καλύτερα τό πρόγραμμά μας καί τίς ὑπηρεσίες πού σᾶς προσφέρουμε.

Μετ' ἐκτιμήσεως,

Τό Προσωπικόν τοῦ Σχολείου

BRIEF DESCRIPTION
OF
SUBJECT OFFERINGS AND SERVICES
IN THE
NORWALK MIDDLE SCHOOL

We believe that the school is the center for a whole series of learnings designed to bring about in the student the optimum aesthetics, standards, judgements, and values, without which the magnitude of great thoughts and ideas of the past and present cannot become part of the student's heritage.

Furthermore, we believe that the inner process of the student's development will manifest itself externally in his vocations, avocations, associations, ethics, and aesthetics, and in his contributions to the home, the community, the nations, and the world. The enlightened, humane, and scientific minds of our future citizens will strongly influence the destiny of the individual and society.

We believe that education is a continuing process and that the secondary school is charged with the responsibility of meeting certain educational needs of its students. They need to learn to live with other human beings in their natural and scientific environment. Students need to learn to think logically and to express themselves clearly. They need to master basic tools and skills. They need to learn to live aesthetically and to use their leisure time well.

We believe also, that the secondary school should try to develop within the student, a desire for further intellectual growth. In addition, the school should provide opportunities for students to experience satisfactions and a sense of accomplishment. Finally, the school should help its students make a worthwhile contribution to society. Among the practices and procedures used to accomplish these objectives are:

1. Guidance services, which through counseling and self study, help the student select a program of studies appropriate to his interests and abilities.

2. The establishing of a flexible curriculum to meet the needs and abilities of a heterogeneous group of students.

3. The provision of varying levels of difficulty in basic subject fields so that the student may be challenged according to his ability.

4. A sports, health, and extra-curricular program to aid the student in personal and social adjustment and to guide him in the wise use of leisure time.

5. A planned program of physical fitness.

6. The establishment of rules and regulations to develop self-discipline and decision-making ability within the student.

7. The selection of a well-trained, well-informed faculty aware of student's needs and problems, and their relationship to the needs of society.

LANGUAGE ARTS

The Language Arts program for the middle school has two major goals. The first is to provide the boys and girls with the fundamental skills of communicating effectively. Spelling, punctuation, and grammar are taught with the purpose of improving written composition. The second goal is to expand the students' interests in reading through an interdisciplinary approach to literature. Students reap materials related to the subject content in other areas such as social studies or science. If we achieve these goals, by the end of the eighth grade, students should be able to express their thoughts clearly at their level of ability.

SOCIAL STUDIES

The Social Studies are essentially concerned with the lives of human beings. In each subject the theme is man's relationship to his fellow human beings and relationship with his surroundings. Geography is a study that focuses on selected world areas. History is a study that views the fundamental ideas and events of man from a broad framework.

The different times, places and circumstances that have influenced man's life are studied with the hope that students will come to better understand themselves and others.

The following describes each grade's work:

6th GRADE

This grade has as its basic aim the giving of middle school students an understanding of Western Man's development from ancient river civilization to modern nation states.

A multitext approach will be used with the stress on teaching concepts (ideas). This will involve detailed studies of economy, government, society and philosophy.

Students will have ample opportunity to work at their own level of achievement. They will work in groups and on an individual basis while working on projects or reports.

7th GRADE

Students of this grade will be learning about world geography and world culture. The various countries, their climate, population and contemporary problems will be studied.

As with other grades within the Social Studies discipline a multitext approach will be used. Materials will have a broad appeal for all students.

8th GRADE

After a review of colonial life, a deeper study of U.S. history from the founding fathers to the Civil War is made.

A considerable period of time is devoted to the structure of the Federal and States government. Materials that stress a major theme in American History such as Slavery, Nationalism, will be accented rather than teaching straight chronological history.

MATHEMATICS

The basic philosophy of the sixth, seventh and eighth grade mathematics programs is to develop students' understanding of mathematics and to help them acquire mathematical skills. The skills and thought processes that are important in the everyday world as well as in the world of mathematics are carefully developed.

The mathematics curriculum offers the following features:

1. Continued maintenance, review, and extension of all computational skills.
2. Addition, subtraction, multiplication, and division of fractional numbers retaught and amplified for mastery.
3. Informal geometric concepts are reviewed and enlarged to include the various aspects of the measurement of angles, areas, volumes, lengths, and perimeters.

4. Addition, subtraction, multiplication, and division of decimals are carefully and extensively developed.

5. Graphing data and work with both the number line and number plane are taught.

6. A systematic method of problem solving includes fractional numbers, decimals, and percents.

7. Ratio, proportion, probability and integers are all introduced.

The program is individualized by permitting students to perform in the program at the level best suited to their needs and achievements.

SCIENCE

6th GRADE

An inquiry program whereby students are required to seek cut answers in areas such as Astronomy, Simple Machines, Embryology, etc. THERE IS NO TEXTBOOK!!!!

7th and 8th GRADE

The 7th and 8th grade programs are laboratory oriented with a sequential curriculum from grades 7 - 9. Students are required to work as scientists do. The students must measure and observe, analyze, seek causes, test analytically, and discover patterns of his environment. The textbook used is Patterns and Processes, Book I and II, by Brock, Paulsen and Weisbrock.

FOREIGN LANGUAGE

The languages taught are French and Spanish. Level I comprises the three years of instruction.

Foreign language students acquire the fundamentals of reading, writing, listening, and speaking. Listening and speaking skills are introduced immediately, thus helping to reduce errors in pronunciation when the student sees the printed word for the first time. Students learn the foreign language sound system, short dialogues (for rhythm, fluency, and vocabulary), listen to taped native speakers, and practice with records. Reading begins with the recombination of familiar materials in the form of short dialogues and progresses to narratives which introduce new vocabulary. All oral work is reinforced with written practice.

Students are given cultural experiences through the medium of selected field trips.

COEDUCATIONAL UNIFIED ARTS

Home Economics and Industrial Arts

Introduction

Coeducation for Industrial Arts and Home Economics will be based on the premise that students of this age level require exposure to a different variety of materials than are usually found in these courses. The students will be introduced to a program with a dual approach: exploration into the world of work and learning skills in contemporary living. From these the student can put home skills learned to immediate use and can later select the direction that best fits his needs for a career when electing courses at the high school level.

Boys and girls in the course will come from varying environments both from within and outside the school experience. Each student may be at a different stage of development with a great variety of ability within each class. Girls can help teach boys about foods and clothing lab equipment while the boys can guide the girls in the Industrial Arts Shops. The teacher can organize the lesson to fit the

different backgrounds and needs of the students taking advantage of those whose skills are at higher levels in specialized areas.

Program Objectives

1. To provide coeducational learning activities in Industrial Arts and Home Economics for middle school students.

2. To form a partnership in learning for boys and girls in the Industrial Arts and Home Economics fields.

3. To provide numerous opportunities for boys and girls to share knowledge and skills in common consumer competencies in the related arts fields.

4. To open new avenues of learning in practical arts in which boys and girls share a mutual concern.

5. To investigate and explore methods of implementing unified arts courses that would function in co-ed groups.

COEDUCATIONAL UNIFIED ARTS (continued)

INDUSTRIAL ARTS

The Industrial Arts course is an introduction to the industrial world. Its purpose is to acquaint students with many industries. Students will learn what jobs are available in these industries. They will work with many materials and learn how to use tools and equipment safely. With these tools and materials they will learn how to design and build a variety of projects.

As they explore the industrial areas, students may also find an interesting hobby. They may decide to continue their studies in one or more of these areas. They may also develop an interest in one of the many jobs that industry offers. Millions of people daily produce industrial products from materials similar to those with which the student will be working.

In the study of Industrial Arts the student will:

1. Develop an interest in industry.

2. Develop hand-tool and machine-tool skills.

3. Develop safe working habits.

4. Develop an appreciation of good design, quality workmanship and the knowledge of how to select industrial products wisely.

5. Develop orderly procedures.

The industrial arts areas taught at the middle schools are: Woodworking, metalcrafts and graphic arts. In Graphic Arts trade drawing and printing are emphasized.

COEDUCATIONAL UNIFIED ARTS (continued)

HOME ECONOMICS

The middle school Home Economics program is designed to:

1. Assist the students in learning the skills necessary to live in our fast-changing society.
2. Assist the students in learning how to live and grow among our families and neighbors.
3. Assist the students in learning to choose real values and how to grow towards maturity and civic responsibility.

The Home Economics program at the middle schools will cover two areas: Foods and nutrition in one room where the students will learn to plan and prepare parts of, or, entire meals. Sewing and clothing construction in the second room where the students will learn how to sew by hand and by machine, and will construct a sewing project.

Related Arts Night in May gives the students an opportunity to show parents and neighbors the projects completed during the year.

FINE ART

Art in the middle school is founded upon the premise that the pupils of this age level require exposure to a great variety of materials in order to later make an intelligent selection of high school elective art courses. The students will also learn to use the principles of art creatively without overemphasizing the approach.

The sixth and seventh graders will be exposed to a great variety of short-term activities, for example: oil paints, acrylics, wood, etc.

The eighth grade students will be ready for the long-term projects, the studio classes, wherein several media are in use simultaneously.

VOCAL MUSIC

The Vocal Music Department contains general music and chorus.

The general music area covers several activities. The two activities, singing and listening, are the most important parts of the music program. Popular and serious music are chosen for singing and listening; students help in the selection of music. General music classes listen to music from different areas and, therefore, learn about the history of music from early to later times. Through the playing of melody, rhythm, and keyboard instruments, the students create their own accompaniments to music. Fundamentals of music are also covered. Hopefully, when the students leave the general music program, they have skill in reading music and interpreting musical symbols.

All grades are involved in the choral program. There are two main concerts a year, one at Christmas and one in the Spring. The choruses perform at different elementary schools sometime during the year.

A field trip is planned one time during the year. (Students have an opportunity to attend an opera or a musical.)

HEALTH PROGRAM

The Health curriculum at the middle schools involves a complete study of the individual in terms of his five dimensions -- physical, emotional, spiritual, social, and intellectual. Each area is studied in detail and then applied to aspects of daily living, behavior, various problems, people, and the like.

Through this approach it is hoped that each student will, in some way, gain a better understanding of his person.

PHYSICAL EDUCATION PROGRAM

The middle school Physical Education Program is a threefold program. Part one consists of the physical education class, in which instruction is offered in a combination of team sports and individual activities and self-testing activities.

Part two of the program is the intramural program where competition is offered to students after the school day with students of the same grade and ability level. Activities offered in the instruction program are offered in the intramural program.

The third area is the inter-school program, that affords the opportunity to compete with outstanding students from other schools in the area in a number of different activities and sports play days.

It is the hope of the physical education staff that this type of program will meet the needs of all the students and give them a well rounded physical education experience.

THE LEARNING CENTER

The Learning Center comes under the category of Tutorial Assistance. It's purpose is to service the student with a learning problem as evidenced by a behavioral deviation or an academic failure. Due to its remedial nature, the Learning Center has been commonly misinterpreted as the remedial reading or "extra-help" class. One of the greatest assets of the Learning Center is that it is highly individualized with a class consisting of 1, 2, or 3 students. The purpose of the center is to build basic academic and perceptual skills and the method of teaching is one that works best for a specific child.

Much remedial and low level high interest material is used in order to attract the otherwise turned-off child in the area of communication arts. The objective is to at best minimize the child's disability or at least to help him overcome disability and function successfully in the other classrooms.

THE LEARNING CENTER (Continued)

The Learning Center also serves a purpose for pupils with special projects assigned in regular subject classes. The center affords them a place where they may consult with a teacher in the subject area involved and work on their project.

SPECIAL INSTRUCTIONAL SERVICES

English-As-A-Second-Language

This is a program in which we have the services of a teacher on a part-time basis to help those students of Spanish, Greek, Italian or other ethnic groups to learn English as quickly as possible.

Speech Therapy

We have the services of a speech therapist for six-week periods, three days a week, to help students who have minor speech problems.

Visually Handicapped Students

We have the services of a teacher for legally blind students in our building to assist them with subject materials both in braille and in regular print. The teacher comes to the school two or three times a week.

LIBRARY

The library is a large, bright sunny room, containing approximately thousands of volumes, thirty-five (35) magazines and extensive clipping and pamphlet file. All materials are fully catalogued so that they are readily available when needed.

The objective of the library program is threefold.

1. Provide books and other materials (pamphlets, magazines, audio-visual items) to supplement the school's educational program.

2. Help the pupils develop an interest in reading, and stimulate interests in many subjects (displays, bulletin boards, book-lists).

3. Teach pupils not only how to use their school library, but how to use all libraries -- a skill they will need in high school, college and later-life. This is accomplished through a carefully planned schedule of instruction for each grade, so that by the time these boys and girls reach high school they are on familiar terms with the Dewey Decimal Classification System, they know the function and purposes of the card catalog and all the mysteries of the Reference books, pamphlet file and the magazines and their indexes.

HEALTH SERVICES

The School Nurse

The object of our school health program is to assist each child to attain his greatest degree of physical, social, mental and emotional health.

In addition to the daily first aid and emergencies, the nurse is responsible that the state law for physical examinations be carried through, that necessary immunizations are offered, and vision and hearing screening is done.

She is in frequent contact with physicians and parents, particularly with regard to those children who have special needs because of their physical condition.

SOCIAL WORK DEPARTMENT

The school Social Worker is a member of an interprofessional school team which seeks to understand and help children who are having difficulty using the resources of the school effectively. This involves working with parents, teachers, guidance counselors, the Planning and Placement Team, and outside community agencies in order to understand the child, his problem, the family, and others in the child's environment who may have an impact on the child and his functioning.

BAND PROGRAM

The Band Program tries to touch upon current band literature, as well as expose students to some of the more traditional composers.

Students start lessons on band instruments in the 6th or 7th grade with the intention of becoming a member of the band the following year. Each pupil has one lesson a week. This lesson is taken with other students playing the same instrument. In January the beginning student has an opportunity to play in the Preparatory Band. If the student progresses quickly, he will be asked to join the Concert Band.

The Concert Band performs numerous concerts: a half-time show with the McMahon H.S. Band at a football game, a Christmas concert, a Concert Band Festival with the Roton, Franklin and McMahon Bands, a Spring Concert, concerts at the elementary schools that feed into the various middle schools, marching on Memorial Day and playing at Graduation.

BAND PROGRAM (Continued)

Besides the more traditional large concert band, we offer smaller musical ensembles. The jazz ensemble trains students in the jazz idiom and has become a popular group. It performs at all concerts as well as at the Ponus Jazz Band Festival. There is also a rock band that will play at some concerts this year. Both these groups rehearse after school.

The basic idea of the band program is to help our students become more well rounded individuals. Music enables students to show creativity and talent that many of us don't realize our children possess. It teaches students how to work with others towards a common goal, as well as having the pleasure and enjoyment of making music with others.

ORCHESTRA - STRINGS

Our orchestra is a learning and performing group. The music that we prepare and perform runs the gamut from classical (J.S. Bach) to popular (Aura Lee & California Dreamin'). In our weekly rehearsals, we emphasize growing musicianship, listening more acutely to ourselves and to the group, improving on tone and technique, and balancing our individual part with the entire ensemble.

We have given a winter program -- once for parents in the evening and once for the students. In the Spring we also have a special program for parents and members of the community, at which time different groups of the orchestra perform.

Each year we hope to play at all the elementary "feeder" schools, and perhaps to have a Middle School Orchestra Festival at the end of the year.

ORCHESTRA - STRINGS (Continued)

String lessons are given on a rotating basis. It is hoped that "feeder" schools will supply a constant influx of string students with one and two years of experience, for, an orchestra should be built on a foundation of strings. Our continuing instruction at the middle school level emphasizes advancement of technique and the beginning of small chamber ensembles.

BEJAMIN FRANKLIN MIDDLE SCHOOL
Flax Hill Road
Norwalk, Connecticut
(203) 847-0481 Ext. 471

DESCRIPSION BREVE
DE
ASIGNATURAS OFRECIDAS Y SERVICIOS

Fred J. Foldeak
Director

Las paginas adjuntas contienen una breve revision de los cursos, servicios y programas especiales ofrecidas por Benjamin Franklin Middle School.

El proposito del personal docente sera de un programa que evolucre una comunicacion cercana con los padres de familia de nuestros estudiantes; pues solamente un programasi puede ser efectivo. El esfuerzo total puede ser logrado.

Es esencial que el estudiante conozca el vinculo comun entre hogar y escuela.

El personal docente de la Benjamin Franklin esta ansioso detrabajar con todos los padres de familia hacia esta meta.

Sinceramente,

Fred J. Foldeak
Director

ARTES LINGUISTICAS

El programa de arte lenguistica para la escuela mediantiene dos metas principales. La primera es para proveer a los jovenes con las destrezas fundamentales para comunicarse efectivamente.- Deletreado, puntuacion y gramatica son impartidos con el proposito de mejorar las composiciones escritas. La segunda meta es -- agrandar el interes de los estudiantes en la lectura por medio - de un acercamiento interdisciplinario a la literatura. Los estudiantes lèen asignaturas con relacion a otras areas, con estudios sociales y educacion cientifica. Si logramos estos propositos al final del octavo grado los estudiantes podran expresar sus pensamientos con claridad en su nivel de habilidad.-

ESTUDIOS SOCIALES

Los estudios sociales estan esencialmente interesados en la vida de los seres humanos. En cada asunto el tema es la relacion del hombre con sus semejantes y sus alrededores. La Geografia es un estudio que enfoca aereas seleccionadas del mundo. La historia es un tratado que enfoca las ideas y eventos fundamentales del -- hombre desde un campo mas amplio.-

Los diferentes tiempos lugares y circunstancias que han influenciado en la vida del hombre son estudiados con la esperanza de que los estudiantes lleguen a comprenderse mejor asi mismo y- a otros.-

Seguidamente describimos el trabajo de cada grado:

6 GRADO

Este grado tiene como objetivo basico dar a los estudiantes de la escuela media una comprension del adelanto de los hombres- del oeste desde la civilizacion del rio antiguo hasta las modernas naciones y estados.-

Una variedad de libros sera usado para abordar con realce - ensenando conceptos e ideas. Esto abarcara estudios detallados - de economia,gobierno, sociedad y filosofia.-

Los estudiantes tendran amplia oportunidad de trabajar en - sus propios niveles de conocimiento trabajaran en grupos y sobre bases indivuduales cunado este trabajando en proyectos y deportes.

7 GRADO

Los estudiantes de este grado estaran aprendiendo acerca de la geografia del mundo. Los diferentes paises, sus climas, poblacion y problemas contemporaneos.-

Como en otros grados dentro de la discplina de los estudios sociales sera usada una variedad de libros para el acercamiento- en la materia. Dichos materiales tendran amplio alcance para todos los alumnos .-

8 GRADO

Despues de un repaso de la vida colonial se hace un estudio - profundo de los Estados Unidos desde los padres fundadores hasta - la guerra civil.-

Un periodo de tiempo considerable es dedicado para la estructura de los estados federales y gubernamentales . Materiales que -

enfatizan un mayor tema en la historia americana tales como: Esclavitud, nacionalismo, seran acentuados antes de ensenar historia cronologica directamente

MATEMATICAS

La filosofia basica de los programas de matematicas del sexto septimo y octavo grado es para desarrollar en los estudiantes el comprendimiento de las matematicas y ayudarlos a adquirir habilidad matematica.-La destreza y razonamiento que son importantes en el mundo de cada dia como tambien en el mundo de las matematicas son cuidadosamente desarrollados-

El programa de matematica ofrece los siguientes temas:

1. Mantenimiento continuo, revision y extension de todas las habilidades para computar.-

2. Suma, resta, multiplicacion y division de numeros fraccionarios son repasados y amplificados para dominacion.-

3. Conceptos de geometria informal son repasados y ampliados para incluir los varios aspectos de medidas de angulos, areas, volumen, longitud y perimetro.-

4. Suma resta, multiplicacion y division de decimales son cuidadosamente ampliados y ensenados.-

5. Grafica de datos y trabajo con ambos numeros y lineas y planos son ensenados.-

6. Un metodo sistematico de la solucion de problemas incluye numeros fraccionarios, decimales y porcentajes.-

7. Razon, proporcion, probabilidad e interes son introducidos-

El programa es individualizado para permitir a los estudiantes actuar en el nivel mas adecuado a sus necesidades y conocimientos.-

CIENCIA

6 GRADO

Un programa de informacion donde los estudiantes estan requeridos para buscar respuestas en areas tales como, astronomia maquinas simples, embriologia etc. NO HAY LIBRO!!!!!

7 y 8 GRADO

En elseptimo y octavo grado los programas son; laboratorio orientado en una forma secuente.-

Los estudiantes son requeridos para trabajare como lo hacen los cientificos.-

Los estudiantes deben medir observar y analizar, buscar causas, probar analiticamente y descubrir disenos de sus ambientes- el libro usado es DISENOS Y PROCESO libro I y II, por BROCK PAULSEN Y WEISBROCK.-

LENGUAJES EXTRANJEROS

Los lenguajes ensenados son: Frances y Espanol. El nivel I comprende los tres anos de instruccion.-

Los estudiantes de lengua extranjera adquieren los fundamentos de lectura,escritura, escuchar y hablar. Las habilidades, escuchado y hablado son introducidas inmediatamente, ayudando a reducir errores en la pronunciacion cuando el estudiante ve la palabra empresa por primera vez. Los estudiantes aprendene el sistema de sonido de lenguaje extranjero, dialogos cortos (para ritsmo fluides y vocavulario) la lectura empieza con la reconbinacion de materiales familiares en forma de dialogos cortos y relatos progresivos que introducen nuevo vocabulario. Todo trabajo oral es reforzado con la practica -- escrita.-

Los estudiantes reciben experiencias culturales por medio de - viajes a campos seleccionados.-

ARTES COEDUCACIONALES UNIFICADAS

ECONOMIA DEL HOGAR Y ARTES INDUSTRIALES

Introduction: Coeducacion para Artes Industriales Y Economia del hogar estara basada en la premisa de que los estudiantes de este periodo requieren orientacion a una diferente variedad de materia que sera usualmente encontrada en esos cursos. Los estudiantes seran introducidos a un programa con doble acceso: exploracion dentro del mundo de trabajo y aprendiendo habilidades hogarenas por uso inmediato y mas tarde pueden elegir la direccion que mejor favorezca sus necesidades para una carrera cuando seleccione cursos en le nivel de escuela Superior. Los jovenes vendran en el curso variando de ambientes dentro y fu fuera de la experiencia escolar. Cada estudiante puede estar a un deferente punto de adelantamiento con una gran variedad de competencia dentro de cada clase. Las ninas pueden ayudar a ensenar a los ninos acerca de comidas ropa y equipo de laboratorio mientras los ninos pueden guiar a las ninas en las tiendas de Artes Industriales. El profesor puede organizar la leccion para adaptarla alas diferentes antecedentes y necesidades de los estudiantes tomando ventaja de esos cuyos destrezas estan a mas altos niveles en areas especializadas.

Objetivos del Programa:

1. Proveer actividades coeducacionales aprendiendo Artes Industriales y Economia del hogar para estudiantes de intermedia

2. Formar una sociedad para muchachos y muchachas aprendiendo en los campos de Artes Industriales y Economia del hogar.

3. Proveer numerosas oportunidades para muchachos y muchachas para compartir conocimiento y destreza en competencias de co consumo comun en los campos de las artes relacionadas.

4. Abrir nuevas caminos de aprendizaje en Artes practicas en las cuales muchachos y muchachas comparten un mutuo interes.

5. Investigar y explorar metodos de implementos unificado en cursos de arte que funcionaria en cogrupos.

ARTES COEDUCACIONALES UNIFICADAS (Continuacion)

El curso de artes industriales es una introducion al mundo industrial su proposito es familiarizar a los estudiantes con varias industrias. Los estudiantes aprenderan cuales trabajos estaran a disposicion en estas industrias,,ellos trabajaran con mc os materiales y aprendera a usar las herramientas y equipo con seguridad. Con esas herramientas y materiales ellos aprenderan a disenar y construir variedad de proyectos cuando ellos -- exploran las areas industriales pueden encontrar aficiones interesentes ellos pueden decidir continuar sus estudios en una o mas de esas areas ellos tambien pueden descubrir y desarrollar un interes en uno de los muchos trabajos que la industria les e ofrece. Millones de personas producen diariamente productos industriales de materiales similares a los qon que los estudiantes estaran trabajando.

En el estudio de artes industriales los estudiantes;

1.Desarrollaran un interes en industrias
2.Desarrollaran habilidades en herramientas manuales y maquinarias.
3.Desarrollaran habitos de trabajo seguro
4.Desarrollaran una apreciacion de buenos disenos, calidad artesana y conocimiento de como seleccionar productos industriales inteligentemente.
5.Desarrollaran prodedimientos ordenadamente

Las artes industriales ensenadas en la escuela son, [illegible]: Tallado en madera, tallados de metal y artes graficos.

En artes graficas el dibujo lineal y la escritura de molde son enfatizados.

MUSICA VOCAL

El departamento de musica vocal contiene musical general y coros.

El area de musica en general cubre varias actividades,las dos actividades, cantando y escuchando son las las partes mas importantes del programa de musica. ~~La musica~~ sella y popular son escogidas para cantar y escuchar a los estudiantes y les ayudan en la seleccion de la musica. En las clases de musica en general escuchan diferentes areas y por lo tanto aprenden acerca de la historia de la musica desde el comienzo hasta el tiempo presente.

Atravez de la interpretacion de una melodia, ritmo y teclas de los instrumentos los estudiantes crean sus propios acompanamientos de musica.

Tambien son cubiertos los fundamentos de musica, con la esperanza de que cuando los estudiantes dejen el programa general tengan habilidad en la lectura musical y en la interpretacion de los simbolos.

Todos los grados staran envueltos en el programa coral. Hay dos conciertos principales en el ano uno en navidad y el otro en p la primavera Los coros actuaran algunas veces en diferentes escuelas elementales durante el ano. Un paseo de campo es planeado una vez durante el ano. Los estudiantes tienen la oportunidad de aprender a una opera.

PROGRAMA DE SALUD

El proposito del programa de salud de la escuela comprende un estudio completo del indivuduo en termino de sus cinco dimensiones fisico, emocional, espiritual, social e intelectual. Cada area se estudia detalladamente y enconces se aplica a los aspectos de la vida diaria, enfocando varios problemas, gente y gusto.

Atravez dee este acercamiento se espera que cada estudiante podra en alguna forma encontrar una mejor vista de si mismo y un mejor entendimiento de su persona.

PROGRAMA DE EDUCACION FISICA

El programa de educacion fisica de la escuela es un programa de tres partes. Primera parte consiste de la clase de educacion fisica, en el cual es ofrecida instrucion en una combinacion de equipo deportivos y actividades individuales y actividades de pruebas personales.-

Parte dos del programa interior donde se ofrecen competencias a los estudiantes despues del dia escolar con estudiantes del mismo grado y del mismo nivel de habilidades. Las actividades ofrecidas en el programa de instruccion son ofrecidas en el programa interno.-

La tercera area es el programa inter-escolar que proporciona la oportunidad de competir con estudiantes so resalientes de otras escuelas en el area y en un numero de diferentes actividades y dias de deportes y fuegos.-

El personal de educacion fisica espera que este tipo de programa llenara todo lo que requieren los estudiantes para darles una mejor experiencia en la educacion fisica.-

BELLAS ARTES

El arte en la escuela intermedia esta fundada en el local doonde los pubilos de ste nivel requieren orientacion para una gran variedad de materiales y asi mas tarde puedan hacer una - seleccion inteligente para un curso de arte selecto de la escuela superior.-

Los estudiantes tambien aprenden a usar los principios de arte con creatividad sin exagerar el acceso.-

Los estudiantes del 6 y 7 grados seran expuestos a una gran variedad de actividades de cortos terminos por ejemplo: pintura de aceite, acrilicos, madera etc.

Los estudiantes del 8 grado estaran preparados para proyectos de terminos largos, las clases de estudios en donde varios medios estaran en uso simultaneamente.-

EL CENTRO DE APRENDIZAJE

El centro de aprendizaje esta bajo la categoria de asistencia de clase particular. Su proposito es seguir al estudiante - con problemas de aprendizaje por un comportamiento desviado o por un problema academico. Es oportuno y natural remediar que el centro de aprendizaje tenga que ser comunmente mal interpretado. asi remedia leyendo o ayudando con clases de asistencia adicional Uno de los grandes caudales del centro de aprendizaje es que es altamente indivudalizado como una clase consistente de uno dos o tres estudiantes. El proposito del centro de aprendizaje es construir a academia basica, habilidad palpable y el metodo de ensenanza que - es uno que trabaja mejor para un determinado nino.

Gran remedio, nivel economico y alto interes material es usado en orden para atraer en otra forma al nino invertido lejos del area del arte de comunicacion. El objetivo es reducir los ninos desabilitados o al menos a ayudarles a supera la inhabilidad y funcion con buen exito en los otros salones de clase.-

El centro de aprendizaje esta tambien al servicio de alumnos - con propositos de proyectos especiales asignados en clases regulares sujetas. El centro proporciona a ellos un lugar donde podrian consultar con un maestro envuelto en el area sujeta y trabajo con el - proyecto de ellos.-

SERVICIO ESPECIAL INSTRUCIONAL

El ingles como segunda lengua. Este es un programa en el cual nosotros tenemos los servicios de un profesor basico para ayudar en unanparte de tiempo a aquellos estudiantes de Espanol, Griego, Italiano u otros grupos etnicos para aprender Ingles loe mas rapido posible.-

Nosotros tenemos los servicios de una Terapista de Lenguaje por el periodo de 6 semanas, tres dias, o la semana para ayudar a los estudiantes quienes tienen problemas menores con el habla.-

Estudiantes visualmente impedidos. Nosotros tenemos los servicios de un profesor para estudiantes legalmente ciegos en nuestra obra de asistir a ellos con materiales sujetos ambos en puntos de alto relieve en imprenta regular. El maestro llega a la escuela dos o tres veces por semana.-

BIBLIOTECA

La biblioteca es un cuartongrande claro y soleado que contiene aproxmadamente seis mil volumnes treinta y cinco revistas y una extensiva coleccion de recortes y folletos. Todos los materiales estan completamente listos para ser aprovechados cuando se necesiten.

El objetivo del programa de la biblioteca es triple,

1. Proveer libros y otros materiales (folletos, revistar articulos de oir y ve r) para suplemento del programa educacional de las escuelas.

2. Ayuda a los alumnos a desarrollar el interes en la lectura y a desarrollar estimulos en presentar much os (exposicion, tablas de boletin, lista de libros)

3. Ensena al alumno no solamente como se usa la biblioteca de la escuela sino como se usa todas las bibliotecas los habilita para que ellos neceisten en el bachillerato, en la Universidad y en la vida mas tarde. Este es perfecto a travez de un cuidadoso plan catalogo de instruccion para cada grado , de manera que a su tiempo los joveres alcancen el colegio y tengan y tecnisismo familiar com el sistema decimal de Dewy, ellos saben el objetivo y proposito de los tantos catalogos y todos los misterios de los libros de referencia, recortes, folletos de revistas y sus indices.-

SERVICIOS DE SALUD

La Enfermera escolar

El objectivo de nuestro programa de salud escolar es ayudar a cada nino a obtenar su mayor grado de desarrollo mental, social y emocional.

Ademas de la primera ayuda diaria y emergencias la enfermera es responsable, segun lasleyes del Estado por los examenes fisicos llevados a traves de inmunizaciones necesarias que son ofrecidas. Tambien son protegidos la vision y el oido.

Ella esta frecuente contacto con doctores y padres, con particular atencion a esos ninos que tiene necesidades especia a causa de su condicion fisica.

La enfermera escolar esta asgnada a todos escuela media en un principio como medio tiempo. En su ausencia otra enfermera estara disponsble.

DEPARTAMENTO DE SERVICIO SOCIAL

La escuela de trabajadores sociales es un miembro de un equipo escolar interprofesional que busca comprender y ayudar a los ninos que estan teniendo dificultad; usando efectivamente los recursos de la escuela. Esto comprende trabajo con los padres, los maestros, los consejeros; planeacion y situacion del equipo dentro y fuera de los agentes comunes en orden a comprender al nino sus problemas, la familia y demas asuntos relacionados al nino que puedan ejercer impacto en el nino y en su funcionamiento.

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PROGRAMA DE BANDA

El programa de banda trata de tocar un poco sobre el aspecto literario, asi pues los estudiantes exponen algo de los mas tradicionales compositores.-

Los estudiantes empiezan las lecciones con los instrumentos de la banda en el sexto o septimo grado con la intencion de llegar a ser un miembro de la banda en el ano siguiente. Cada estudiante tiene una leccion a la semana. Esta leccion es tomada con otros estudiantes que tocan el mismo instrumentos. En enero el estudiante principiante tiene una oportunidad para tocar en la Banda Preparatoria. Si el estudiante progresa rapidamente a el se le pedira unirse a la Banda Concertante.-

La Banda Concertante presentan numerosos conciertos:
Show a medio tiempo con la banda de la escuela superior B.McMahon, Banda a un partido de futbol. Un concierto de navidad, un festival de concierto de banda con las bandas de las escuelas Roton, Franklin, y la B. McMahon, un concierto de Primavera, un concierto de las escuelas elementales que provee Ponus, marcha en el Dia Conmemorador y una presentacion en el acto de graduacion.-

Ademas de los grandes conciertos tradicionales nosotros ofrecemos ensambles musicales menores: El ensamble jazz entrena a los estudiantes en el jazz superior y se ha convertido en un grupo popular. Este actua en todos los conciertos tanto como en el festival jazz de la escuela.

Hay tambien una banda principal que actuara en algunos conciertos este ano. Ambos grupos ensayan despues de las horas de clase.-

La idea basica del programa de la banda es ayudar a nuestros estudiantes a convertirse en individuos mas integros intelectualmente.-

La musica permite a los estudiantes mostrar su creatividad y talento que muchos de nosotros no realizamos todo las cualidades que nuestros ninos poseen. Esto ensena a los estudiantes como trabajar con otros, como alcanzar metas comunes, como disfrutar del placer de hacer musica con los demas.-

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MUSICA DE CUERDA

Nuestra orquesta es un grupo de aprendices y representantes La musica que nosotros preparamos y representamos corre la escala musical desde J.S. Bach hasta la popular(de Aura Lee y California Dreamin').En nuestros ensayos semanales nosotros enfatizamos el progreso del grupo musical escuchandonos mas cuidadosamente a nosotros mismos y al grupo, progresando en tono y en tecnica y balanceando nuestra parte individual con el ensamble completo.-

Nosotros hemos dado un programa de invierno: Uno para los padres en la tarde y uno para los estudiantes. En la Primavera nosotros tambien tenemos un programa especial para los padres y miembros de la comunidad en esta oportunidad toman parte diferentes grupos de la orquesta.-

Nosotros esperamos actuar anualmente para todas las escuelas elementales y quiza tener un festival de la orquesta en la escuela media al final del ano.-

Las lecciones de musica de cuerda son dadas en un principio en forma rotatoria. Asi esperamos que las escuelas complementaran con el influjo de los estudiantes de instrumentos de cuerda que tienen uno o dos anos de experiencia asi la escuela podra constituir una murga eficiente. Nuestra instruccion continua en la escuela media acentua el progreso de la tecnica y el principio de los pequenos ensambles musicales.-

BENJAMIN FRANKLIN MIDDLE SCHOOL
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BREVE DESCRIZIONE
DI
MATERIE E SERVIZI OFFERTI

Fred J. Foldeak
Preside

PREFAZIONE

Le prossime pagine contengono un breve sunto delle materie,- servizi e programmi speciali offerti a Benjamin Franklin Middle School.

I nostri insegnanti cercheranno di formulare un programma, nel quale vi necessiti maggior comunicazione con i genitori dei nostri studenti. Solo in un simile programma, tutti i nostri scopi troveranno successo. E' necessario che l'alunno riesca a formare un legame tra famiglia e scuola. Gli insegnanti di Benjamin Franklin sono desiderosi di cooperare con i genitori dei nostri studenti per poter ottenere successo in questo programma.

Sinceramente,

Fred J. Foldeak
Preside

INGLESE

Il programma d'inglese nelle scuole medie ha due scopi principali. Il primo è quello di fornire lo studente con la capacità di comunicare efficaciemente. Ortografia, punteggiatura, grammatica sono insegnati per migliorare il componimento. Il secondo scopo e quello di allargare l'interesse dello studente nella lettura attraverso la litteratura. Gli studenti leggeranno libri che trattano di soggetti affini a quelli inseganti in storia e in scienza. Se otteniamo questi scopi, alla fine dell'ottavo grado lo studente dovrebbe essere capace di esprimersi chiaramente,

STORIA-GEOGRAFIA

Storia e geografia si interessano essenzialmente della vita dell'uomo. In ogni materia il tema è la relazione tra gli uomini e la relazione tra l'uomo e il suo ambiente. La geografia è lo studio di certe specifiche parti del mondo. La storia è lo studio di eventi e di concetti fondamentali dell'uomo.

I differenti tempi, posti e circostanze che hanno influenzato sulla vita dell'uomo sono studiati nella speranza che lo studente impari a capir meglio se stesso e gli altri.

La seguente è una descrizione dell'area di studio in ogni grado:

Sesto Grado

Lo scopo di questo anno di studi è di dare allo studente una miglior comprensione dello sviluppo della cultura occidentale dall'antica civiltà del fiume alle nazioni moderne.

Parecchi libri saranno usati, dando maggior enfasi a concetti. Questo metodo esige un dettagliato studio di economia, governo, società e filosofia.

Gli studenti avranno l'opportunità di studiare al proprio livello. Studieranno in gruppi o individualmente mentre preparando progetti o ricerche.

Settimo Grado

Gli studenti studieranno geografia e cultura mondiale. Le varie nazioni, il clima , la popolazione e i presenti problemi saranno discussi.

Come negli altri anni vari testi saranno usati. I soggetti avranno un gran interesse per tutti gli studenti.

Ottavo Grado

Dopo un breve ripasso della vita coloniale, vi sarà un piu profondo studio della storia degli Stati Uniti, dai Founding Fathers alla guerra civile.

Un considerevole periodo di tempo sara dedicato all'insegnamento della struttura del governo federale e quello statale. Al posto di pre-

Ottavo Grado (continuato)

sentare eventi in ordine cronologico,ci limiteremo alla presentazione di certi soggetti con enfasi sui principali temi della storia statunitense, come schiavitù, nazionalismo.

MATEMATICA

Lo scopo fondamentale del programma di matematica nelle scuole medie è di sviluppare la comprensione dello studente di matematica e di aiutarlo nell'acqiustare di abilità matematiche. I processi di abilità e di pensiero che sono importanti nel mondo di tutti i giorni come pure nel mondo matematico, sono sviluppati attentamente.

Il programma di matematica offre le seguenti caratteristiche:

1. Continuo mantenimento, critica e estensione di tutte le abilità di calcolo.

2. Addizione, sottrazione, moltiplicazione e divisione di frazioni vengono insegnati di nuovo e amplificati per una migliore comprensione.

3. Concetti geometrici vengono ripassati e ingranditi per includere i vari aspetti della misura degli angoli, aree, volumi, lunghezze e perimetri.

4. Un intenso ed accurato sviluppo di addizione, sottrazione, moltiplicazione e divisione di numeri decimali.

5. Rappresentazioni grafiche e istruzioni sui concetti di retta e pi[illegible].

6. Un sistematico metodo per risolvere problemi include l'uso di frazioni, numeri decimali e percento.

7. Proporzioni, probabilità e numeri negativi saranno presentati.

Il programma permette allo studente di studiare al proprio livello secondo i suoi bisogni e successi.

SCIENZE

Sesto Grado

Questo programma è caratterizzato da ricerche, è necessario per lo studente raccogliere informazioni in vari campi di studi come astronomia, meccanica, embriologia, ecc. NON SI USA LIBRO DI TESTO

Settimo e Ottavo Grado

Il programma del settimo e ottavo grado è orientato verso il laboratorio, con una successione di istruzioni dal settimo al nono grado. Gli studenti devono agire come scienzati. Essi devono misurare, analizzare, trovare motivi, sperimentare analiticamente,e scoprire caratteristiche del ~~suo~~ Loro ambiemte. Il libro usato si intitola "PATTERNS AND PROCESSES" Volume I & II, da Brock, Paulsen e Weisbrock.

LINGUE

Le lingue insegnate nelle scuole medie sono francese e spagnolo. Il primo livello comprende tre anni di studio.

Gli studenti di lingua acquistano i principi di lettura, scrittura, pronuncia e di ascoltazione. Principi di ascoltazione e di pronuncia sono presentati immediatamente per diminuire il numero di errori di pronuncia quando lo studente vede la parola scritta per la prima volta. Gli studenti imparano il sistema sonoro della lingua, corti dialoghi(per ritmo, fluidità, vocabolario), ascoltano nastri di parlatori nativi, e si esercitano con dischi. La lettura comincia con il ricomponimento di materiale già incontrato nei dialoghi e progressa a narrative che presentano nuovi vocaboli. Tutte le esercitazioni orali sono rinforzate con compiti scritti.

Gli studenti godono di esperienze culturali attraverso gite.

APPLICAZIONE TECNICA E INDUSTRIALI

Introduzione

Coeducazione nei campi di applicazione tecnica e industriali sarà basata sul concetto che gli studenti di questa età hanno bisogno di istruzione su una varietà di materie. Gli studenti avranno un programma con due motivi: l'esplorazione del mondo del lavoro e l'insegnamento di abilità necessarie nel mondo moderno. Così lo studente potrà usare tutte le sue capacità, e potrà scegliere meglio un programma che coprirà tutti i suoi desideri una volta in liceo.

I ragazzi e le ragazze nella classe, verranno da differenti ambienti scolastici e casalinghi. È possibile che ogni studente si trovi a un differente livello di sviluppo. Le ragazze possono aiutare i ragazzi nella preparazione di cibi e nell' uso corretto dei diversi utensili di cucina, mentre i ragazzi potranno aiutare le ragazze nelle classi industriali. L'insegnante potrà organizzare le lezioni secondo i bisogni degli studenti approfittando di quelli che sono piu capaci nelle varie aree.

Scopi del programma

1. Fornire attività di coeducazione in applicazione tecnica e industriali per gli studenti delle scuole medie.

2. Formare uno spirito di cooperazione tra ragazzi e ragazze in applicazione tecnica e industriali.

3. Fornire numerose opportunità per ragazzi e ragazze dove potranno condividere conoscenza e abilità.

4. L'aprire di nuovi modi d'insegnamento nelle quali ragazzi e ragazze condividono un interesse,

5. L'investigazione e esplorazione di metodi per effettuare nuovi programmi per classi miste.

INDUSTRIALI

Il programma di Industriali e' un'introduzione al mondo industriale. Il suo scopo e' di informare lo studente su varie industrie. Essi verranno a conoscere quali posti sono disponibili in queste industrie. Lavoreranno con parecchi materiali e impareranno il corretto uso di utensili e macchinari. Con questi utensili e macchinari impareranno a disegnare e costruire una varieta' di progetti.

Nell'esplorare i campi industriali, gli studenti potranno anche trovare un interessante passatempo. Potranno decidere di continuare i loro studi in una di queste aree. Potranno anche sviluppare un interesse in una delle tanti professioni offerte dalle industrie. Milioni di persone producono ogni giorno prodotti da materiali simili a quelli usati dai nostri studenti.

Nello studio di industriali lo studente:

1. Sviluppera' un interesse nell'industria.
2. Sviluppera' un'abilita' tra mano-utensile e macchinario-utensile.
3. Sviluppera' procedimenti ordinati.
4. Imparera' ad apprezzare un buon disegno, una mano d'opera di qualita' e a scegliere prodotti saggiamente.
5. Sviluppera' buoni abitudini nel lavoro.

Nelle classi di industriali di tutte le scuole medie si insegnano: lavoro in legno, lavoro in metallo, grafica. Nelle classi di grafica vi sara' enfasi su disegni commerciali e tipografia.

APPLICAZIONE TECNICA

Il programma di applicazione tecnica in tutte le scuole medie ha lo scopo di:

1. Assistere lo studente ad imparare abilita' necessarie nella nostra societa'.

2. Assistere lo studente al imparare a vivere e crescere nelle nostre famiglie e vicinati.

3. Assistere lo studente nello scegliere di veri valori e a crescere verso la maturita' e responsabilita' civiche.

Il programma di applicazione tecnica coprira' due aree: Cibi e nutrizione in una classe dove gli studenti impareranno a preparare pasti, mentre in un'altra classe impareranno a cucire abiti sia a mano che a macchina.

Art Night a maggio dara' agli studenti l'opportunita' di mostrare i loro progetti completati durante l'anno a genitori e vicini.

LE BELLE ARTI

Il programma di belle arti nelle scuole medie e fondato sulla premessa che lo studente di questa eta ha bisogno di essere esposto ad una gran varieta di materie affinche essi possano fare un'intelligente selezione di corsi di arte una volta in liceo. Lo studente imparera a usare i principi di arte in modo creativo.

Gli studenti del sesto e settimo grado saranno esposti ad un numero di attivita a breve scadenza come: pittura ad olio, legno ecc.

Gli studenti dell'ottavo grado saranno pronti per progetti a lunga scadenza, le classi di studio, dove sono usati parecchi mezzi simultaneamente.

MUSICA

Il programma di musica e diviso in due parti: concetti di musica e il coro.

La classe di concetti di musica copre parecchie attività. Le parti piu importanti di questo programma sono cantare e ascoltare. Gli studenti ascolteranno musica di diversi periodi, imparando così, la storia della musica. Suonando melodie e strumenti gli studenti creeranno un proprio accompagnamento a brani di musica. Gli studenti impareranno anche i principi fondamentali della musica. Alla fine del programma gli studenti dovrebbero essere capaci di leggere musica e di interpretare le note ed altri simboli musicali.

Tutte le classi partecipano nel coro. Ci sono due concerti principali ogni anno, uno a Natale l'altro in primavera. Il coro performerà in altre scuole durante l'anno.

Una gita è organizzata durante l'anno. (Gli studenti hanno l'opportunità di assistere alla presentazione di un'opera o ad una commedia musicale.)

PROGRAMMA DI SANITA'

Il programma di sanita' di tutte le scuole medie comprende uno studio completo dell'individuo e delle sue cinque dimensioni: quella fisica, emotiva, spirituale, sociale, e intellettuale. Ogni area viene studiata dettagliatamente e dopo applicata ad aspetti di vita giornaliera, comportamento, diversi problemi, gente, ecc.

E' sperato che attraverso questo metodo ogni studente potra', in qualche modo, ottenere una migliore comprensione di se stesso e della sua persona.

PROGRAMMA DI EDUCAZIONE FISICA

Il programma di educazione fisica e' diviso in tre parti. La prima parte consiste di classi di educazione fisica con speciali istruzioni su sport ed esercizi.

La seconda parte consiste di competizione tra studenti dello stesso grado e livello, dopo scuola.

La terza parte e' un programma organizzato dalle varie scuole, che offre agli studenti l'opportunita' di gareggiare e competere con studenti di altre scuole in un numero di differenti attivita'.

Gli insegnanti di educazione fisica sperano in questo modo di soddisfare tutti i bisogni degli studenti.

CENTRO D'ISTRUZIONE

Il centro d'istruzione viene sotto la categoria di assistenza. Il suo scopo e' di aiutare studenti che hanno difficolta' nell'imparare come evidente nel deviamento dal comportamento normale, bocciature. A causa della sua natura, questo centro e' stato identificato erroneamente con classi di riparazione. Uno dei vantaggi di questo programma e' la speciale attenzione data ad ogni studente, infatti le classi sono piccole con un numero massimo di tre studenti. Lo scopo di questo centro e' di sviluppare nello studente fondamentali abilita' accademiche e percettive con l'uso di un metodo speciale per ogni studente secondo i propi bisogni.

Materiali semplici e interessanti sono usati nelle classi per attrarre l'interesse dello studente all'arte della comunicazione. Lo scopo e', di almeno, diminuire l'incapacita' dello studente e di aiutarlo a funzionare con successo nelle altre classi.

Il centro aiuta anche studenti occupati con progetti speciali assegnati in classe. Qui' essi potranno consultare insegnanti circa il proprio progetto.

ISTRUZIONE SPECIALE

Inglese Come Seconda Lingua

In questo programma i servizi di un'insegnante sono disponibili a studenti spagnoli, grechi, italiani o di altri gruppi etnici, che hanno bisogno di imparare inglese rapidamente.

Speech Therapy

Abbiamo disponibili i servizi di un terapeuta per sei ore ogni settimana, tre giorni la settimana, per aiutare studenti che hanno minori difficoltà nel parlare.

Studenti con Problemi Visivi

Abbiamo disponibili i servizi di un insegnante per studenti ciechi per aiutarli nei loro studi, tanto nel sistema braille come nella stampa regolare- L'insegnante viene a scuola 2 o 3 volte ogni settimana.

BIBLIOTECA

La biblioteca contiene approssimativamente seimila (6000) volumi, un vasto archivio di opuscoli e ritagli di giornali. Tutti i materiali sono catalogati e disponibili a tutti gli studenti.

La biblioteca ha tre propositi:

1. Fornisce libri ed altri materiali (opuscoli, riviste) per supplementare il programma educativo della scoula.

2. Aiuta lo studente a sviluppare un interesse nella lettura e a stimulare interesse in molti altri soggetti. (esposizioni, bollettini)

3. Insegna agli studenti non solo come usare la biblioteca della scuola, ma come usare tutte le biblioteche, un'abilità della quale avranno bisogno in liceo e in università. Questo e realizzato attraverso un prestabilito piano d'istruzione ad ogni grado di scuola, così che quando questi studenti frequenteranno il liceo, avranno una buona conoscenza del Dewey Decimal Classification System, sapranno la funzione e gli scopi dello schedario e tutti i misteri dei libri di consultazione, degli opuscoli delle riviste e dei loro rispettivi indici.

SERVIZI SANITARI

Infermiera

È lo scopo del nostro programma di sanità di assistere ogni studente nell'ottenere massima salute, sia fisica che sociale, mentale e emotiva.

Oltre alle emergenze e i primi soccorsi giornalieri, l'infermiera e responsabile per l'adempimento da parte degli studenti alla legge statale che esige una visita medica per ogni studente, l'offerta delle necessarie immunizzazioni, esami ottici e esami dell'udito.

Lei è frequentemente in contatto con medici e genitori, particolarmente a proposito di studenti che hanno bisogni speciali a causa delle loro condizioni fisiche.

L'infermiera viene a scuola ad intervalli, nella sua assenza sono disponibili i servizi di un altra infermiera.

DIPARTIMENTO DI SOCIAL WORK

Il Social Worker della scuola è membro di un gruppo di professionali che cerca di capire e aiutare studenti che hanno difficoltà nello usare efficaciemente i mezzi della scuola. Molte volte questo significa lavorare con genitori, maestri, consiglieri, Planning & Placement Team, agenzie fuori della comunità, per capire lo studente, il suo problema, la famiglia e altri, presenti nell'ambiente dello studente che possono influenzarlo nel suo comportamento.

L'ORCHESTRA

In questo programma lo studente suona non solo musica moderna, ma anche i famosi componimenti dei grandi compositori.

Gli studenti incominciano a imparare a suonare strumenti nel sesto e settimo grado diventando parte dell'orchestra nell'ottavo grado. Lo studente riceve una lezione ogni settimana insieme ad altri studenti che suonano lo stesso strumento. A gennaio lo studente ha l'opportunità di suonare con la Preparatory Band. Se lo studente impara rapidamente e perciò progressa egli potrà suonare con la Concert Band.

La Concert Band performerà numerosi concerti, specialmente durante il tempo di riposo nelle partite di football con l'orchestra di Brien McMahon, a Natale, a un festival di orchestre, insieme alle orchestre di Roton, Franklin e McMahon, in un concerto di primavera, in concerti nelle scuole elementari, durante la parata di Memorial Day e durante graduazione.

Inoltre all'orchetra tradizionale, abbiamo altri piccoli complessi. In un programma lo studente impara a suonare musica jazz. Il complesso di musica jazz è diventato molto popolare e da sempre performazioni a tutti i concerti, a Ponus e al festival. C'è anche un complesso di musica rock che si esibisce qualche volta all'anno. Questi complessi fanno prove dopo scuola.

Questo programma ha lo scopo di aiutare lo studente a diventare un buon individuo. Musica da allo studente l'opportunità di mostrare il proprio talento. Insegna agli studenti come lavorare insieme ad altri per ottenere lo stesso scopo, e nello stesso tempo essi si divertono suonando insieme.

ORCHESTRA - STRUMENTI A CORDE

La nostra orchestra è un gruppo che impara e si esibisce. La musica che suonano va da quella classica (J.S. Bach) a quella popolare (Aura Lee & California Dreamin'). Durante le prove che facciamo ogni settimana,ascoltiamo attentamente la nostra nusica, cosi possiamo migliorare il nostro tono e la nostra tecnica, e equilibriamo la nostra parte con quella dell' intera orchestra.

Nel passato, abbiamo dato un concerto durante l'inverno, uno per i genitori la sera e uno per gli studenti. Anche in primavera diamo un concerto per i genitori dei nostri studenti e per i residenti della comunità.

Speriamo di suonare ogni anno nelle scuole elementari e di avere un festival per le orchestre delle scuole medie alla fine dell'anno.

Diamo anche lezioni per strumenti a corde. Speriamo che le altre scuole continueranno a mandarci studenti che hanno avuto già uno o due anni d'istruzione, dato che la sezione di strumenti a corde è la più importante dell'orchestra. Nelle nostre istruzioni diamo maggior enfasi alla tecnica, preparando così gli studenti per i complessi di musica da camera.

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CO INOEODAI TOY BENJAMIN FRANKLIN

Fred J. Foldeak
Principal

ΚΕΝΤΡΟΝ ΜΑΘΗΣΕΩΣ.

Τό κέντρον μαθήσεως κατάγεται εἰς τήν κατηγορίαν τῆς παιδαγωγικῆς βοηθείας. Ὁ σκοπός του εἶναι νά βοηθήσῃ μαθητάς λόγῳ ἀποδείξεως πρός παρεκκλιν συμπεριφοράς ἤ ἀκαδημαϊκῆς ἀποτυχίας. Λόγῳ τῆς θεραπευτικῆς φύσεως, τό κέντρον μαθήσεως συνήθως κακῶς ἑρμηνεύεται ὡς κέντρον γιά κακούς μαθητάς. Ἕνα ἀπό τά καλλίτερα προσόντα εἶναι ὅτι οἱ καθηγηταί ἐργάζονται μόνον μέ 2-3 μαθητάς ταυτοχρόνως.

Ο σκοπός τοῦ κέντρου εἶναι νά μεγαλώσῃ τίς βασικές ἀκαδημίες καί ἀντιλήψεις ἑνός μαθητοῦ. Η μέθοδος διδασκαλίας εἶναι τό καταλληλότερον γιά τόν μαθητή.

Για τούς μαθητάς οἱ ὁποῖοι ἀντιδροῦν εἰς τά μαθήματα, ἔχουν εἰδικά μαθήματα τά ὁποῖα τούς προσελκύουν εἰς τόν ὀρθόν δρόμον. Τό κέντρον ἐπίσης προσφέρει βοήθειαν εἰς μαθητάς μέ σπεσιαλ ίματα ἀπό τά κανονικά των μαθήματα.

ΑΓΓΛΙΚΑ.

Ἕνας σκοπός τῶν ἀγγλικῶν εἶναι νά διδάξῃ τούς μαθητάς νά συνεννοοῦνται εὔκολα.

Ἀρχίζομαι μέ διαγνωστικά διαγωνίσματα νά προσδιορίζουμε τήν ἀρχήν καθενός μαθητοῦ.

Τά μαθήματα μας συνήθως διδάσκουν σύνθεσις – γραμματική καί πῶς νά τά μεταχειρίζονται.

Βλέπομαι πῶς πολλά παιδιά χρειάζονται νά ἀναπτύσουν καλούς τρόπους δουλειάς καί δι' αὐτόν τόν τρόπον τούς διδάσκομαι πῶς νά εἶναι καλῶς ὀργανομένοι.

Ὅλες οἱ τάξεις διαβάζουν 2 μυθιστορήματα. Μερικό ἀπό αὐτά εἶναι – Τόμ Σόγιερ – Τό Νησί τῶν Θυσαυρῶν – Τό ἀπίθανο ταξίδι – κ.ἄ.

Ἐπίσης ἄλλα θέματα τά ὁποῖα διδάσκονται εἶναι Δράμα – Μικρές ἱστορίες – καί ποίησι.

ΚΟΙΝΟΝΙΚΑ ΜΑΘΗΜΑΤΑ

Τά κοινονικά μαθήματα κατ᾽ οὐσίαν ἐνδιαφέρονται γιά τήν ζωήν τῶν ἀνθρώπων.

Τό θέμα γιά κάθε μάθημα εἶναι οἱ σχέσεις μεταξύ ἀνθρώπων καί μέ τό περιβάλλον των. Ἡ Γεωγραφία εἶναι μάθημα τό ὁποῖον διδάσκει διάφορες περιοχές τοῦ κόσμου.

Ἡ Ἱστορία εἶναι μάθημα τό ὁποῖο μᾶς διδάσκει τίς βασικές ἰδέες καί ἀποτελέσματα τῶν ἀνθρώπων. Οἱ διάφορες ὧρες, μέροι καί περιστάσεις τά ὁποῖα ἐπηρέασαν τήν ἀνθρώπινη ζωή. Αὐτά διδάσκονται μέ σκοπόν νά διδάξουν τούς μαθητάς πῶς νά καταλάβουν τούς ἑαυτούς των καί τούς ἄλλους.

Ἡ Ἕκτη τάξις, θά μελετήση βασικά τόν πολιτισμό τοῦ κόσμου, ἀπό τούς ἀρχαίους χρόνους μέχρι τό αρών.

Ἡ ἕβδομη τάξις διδάσκεται Γεωγραφία κόσμου, διάφορες χῶρες καί τόν πολιτισμόν τους, τό κλίμα, τόν πληθυσμό, τά προϊόντα καί τά πολιτικά τους.

Ἡ ὄγδοη τάξις διδάσκεται τήν Ἱστορίαν τῆς Ἀμερικῆς ἀπό τῆς ἐφευρέσεως μέχρι τήν περίοδο τῆς ἐπαναστάσεως.

Μαθηματικά.

Ἡ ἕβδομη καί ὄγδοη τάξεις μαθαίνουν πῶς νά χρησιμοποιοῦν τούς ἀριθμούς καί ὅλες τίς ἀριθμητικές πράξεις. Ἡ Γεωμετρία διδάσκεται μέ πολλά παραδείγματα γιά νά βοηθήσουν τούς μαθητάς νά ἐρευνήσουν τά γεγονότα τῆς Γεωμετρίας.

Τούς διδάσκουν ἐπίσης ἀριθμούς καί μέτρα ἐπιφανείας λύσεις σχεδίων καί σχημάτων.

Πιθανότης καί στατιστική διδάσκονται νά βοηθήσουν τούς μαθητάς νά ἀναφαίρουν γεγονότα, νά προλέγουν τά συμβάντα καί νά βγάζουν συμπεράσματα.

Ἐπίσης δίνονται προβλήματα πρός λύσιν, τά ὁποῖα ἀπλοῦνται ἀπό τήν φυσικήν ἐπιστήμη.

ΦΥΣΙΚΕΣ ΕΠΙΣΤΗΜΕΣ

7 + 8 τάξεις.

Τά βιβλία στά ὁποῖα διδάσκονται ὀνομάζονται «Πρότυπα καί Πράξεις» καί εἶναι 2 τεῦχη. Οἱ συγγραφεῖς εἶναι ὁ Μπράκ, Πόλσεν καί ὁ Γουάϊς Μπράκ.

Τό καινούργιο αὐτό πρόγραμμα ἄρχισε στο 1969-70. Τό 1971 τό πρόγραμμα αὐτό ἔγινε δεκτό γιά ὅλα τά σχολεῖα. Περισσότερη ἔμφασις δίδεται εἰς τά ἐργαστήρια.

6 τάξις. Τό προφορικόν αὐτό μάθημα διδάσκει Ἀστρονομία, Ἁπλές μηχανές, Ἐμβρυολογία κ.τ.λ.

ΞΕΝΑΙ ΓΛΩΣΣΑΙ.

Οἱ μαθηταί τῶν ξένων γλωσσῶν διδάσκονται τά βασικά, διάβασμα, γραφή, ἀκοή, καί ὁμιλία. Ἀκοή καί ὁμιλία ἀρχίζονται ἀμέσως. Οἱ μαθηταί διδάσκονται μικρούς διαλόγους γιά ρυθμό καί λεξιλόγιο.

Μερικές ἐκδρομές λαμβάνουν χώραν.

ΟΙΚΙΑΚΗ ΟΙΚΟΝΟΜΙΑ.

Τοῦ Ponus Ridge οἰκιακή οἰκονομία προσφέρει –

1) βοήθεια πρός τά κορίτσια γιά νά μάθουν τίς ἐπιδεξιότητες τῆς ζωῆς.

2) Βοήθεια πρός τά κορίτσια γιά νά μάθουν πῶς νά ζοῦν καί μεγαλώσουν μέ τίς οἰκογένειες καί γείτονές τους.

3) βοήθεια γιά τά κορίτσια γιά νά μάθουν τίς εὐθύνες τῆς ζωῆς,

Ὅλα αὐτά θά διδάσκονται σέ τρία δωμάτια. Φαγητά καί θρέψις σέ ἕνα δωμάτιο, ραφή καί ρουχισμό σέ ἄλλο, καί στό τρίτο δωμάτιο θά διδάσκονται πῶς νά γίνουν μικρές νοικοκυρές. Ἕνα εἰδικό πρόγραμμα πού λαμβάνει χώραν τόν Μάϊον δείχνει τούς γονεῖς καί γείτονες μερικά σχέδια τά ὁποῖα κατασκευάζουν αἱ μαθήτριες.

ΤΕΧΝΑΙ ΒΙΟΜΗΧΑΝΙΚΩΝ.

Τό μάθημα τοῦτο εἶναι ἀρχή γιά τόν "βιομηχανικόν μας κόσμο." Ὁ σκοπός του εἶναι νά βοηθήση τούς μαθητάς μέ πολλές βιομηχανίες. Θά μάθουν τί δουλειές ὑπάρχουν εἰς τήν σημερινή βιομηχανία. Θά ἐργασθοῦν μέ πολλά ἐργαλεῖα καί θά μάθουν νά τά μεταχειρίζονται χωρίς κίνδυνο. Ἐπίσης μέ τά ἴδια ἐργαλεῖα θά κατασκευάσουν μερικά σχέδια.

Κατ' αὐτόν τόν τρόπο μπορεῖτε εἰς τό μέλλον σας νά βρῆτε δουλειά εἰς αὐτόν τόν τομέα. Εἰς αὐτό τό μάθημα θά. . .

1) ἀναπτύσσεται ἐνδιαφέρον πρός τήν βιομηχανία.
2) Μάθεται νά μεταχειρίζεσθε ὅλα τά βιομηχανικά ἐργαλεῖα.
3) μάθεται πῶς νά ἀποφεύγεται κινδύνους.
4) Μάθεται πῶς νά σχεδιάζεται, πῶς νά βρῆτε καλή δουλειά, καί πῶς νά ἀγοράζεται βιομηχανικά προϊόντα.
5) ἀναπτύσσεται σειρά πορείας.

ΖΟΓΡΑΦΙΚΗ.

Ζωγραφική εἰς τό γυμνάσιο δίδεται σέ διαφορετικού τομαίες καί διαφορετικά μαθήματα διά νά μπορέσουν οἱ μαθηταί νά ἀκολουθήσουν ἰδιαίτερα μαθήματα εἰς τάς ἀνωτέρας τάξεις. Οἱ μαθηταί ἐπίσης διδάσκονται νά ζωγραφίζουν ἀλλά ὄχι σέ μεγάλη ἐμφάνησι.

Ἡ ἕκτη καί ἑβδόμη τάξις διδάσκονται νά μεταχειρίζονται λαδομπογιές, ἀκριλικά, ξυλικά κ.τ.λ.

Ἡ ὄγδοη τάξις εἶναι ἕτοιμοι γιά μεγαλύτερα σχέδια, καλλιτεχνικές αἴθουσες, ὅπου μεταχειρίζονται ἀρκετά μέσα.

ΤΜΗΜΑ ΦΩΝΗΤΙΚΗΣ ΜΟΥΣΙΚΗΣ

Τό τμήμα τής φωνητικής μουσικής περιέχει γενικά μουσική καί χορωδία.
Γενικά ή μουσική περιέχει ἀρκετές δραστηριότητε Οί ποιό σπουδαιότερες εἶναι τό τραγούδι καί ή ἀκοή. Λαϊκά καί σοβαρά τραγούδια μεταχειρίζονται. Στά μαθήματα τής μουσικής ἀκούγεται μουσική ἀπό πολλές διαφορετικές ἐποχές. Ὁ σκοπός τῶν μουσικῶν προγραμμάτων εἶναι νά βοηθήσουν τούς μαθητάς νά δύνανται νά διαβάζουν σημεία τής μουσικής.

Ὅλες οί τάξεις λαμβάνουν μέρος εἰς τό πρόγραμμα τής χορωδίας. Ἔχουν δύο συναυλίες τόν χρόνο. Ἕνα τά Χριστούγεννα καί ἕνα τήν ἄνοιξη. Ἡ χορωδία ἐκτελοῦν σέ ἄλλα δημοτικά σχολεῖα. Οἱ μαθηταί πηγαίνουν ἐκδρομή μία φορά τόν χρόνο. Οἱ μαθηταί ἔχουν εὐκαιρία νά ἀκολουθήσουν ἕνα μελόδραμα ἤ ἕνα μουσικό.

ΠΡΟΓΡΑΜΜΑ ΥΓΙΕΙΝΗΣ

Τά μαθήματα τῆς ὑγιείνης στό περιλαμβάνει μελέτησι τοῦ ἀνθρώπου ἀπό πέντε (5) διαστάσεις 1) φυσικῆς, 2) συναισθηματα, 3) πνευματικά, 4) κοινωνικά 5) διανοητικά.

Κάθε κεφάλαιον μελετᾶτε καί κατόπιν τό ἐφαρμόζομαι μέ τήν σημερινή ζωή.

Ὁ σκοπός μας εἶναι νά βοηθήσωμε τούς μαθητάς νά καταλάβουν τούς ἑαυτούς τους καλλίτερα.

ΠΡΟΓΡΑΜΜΑ ΓΥΜΝΑΣΤΙΚΗΣ

Τό πρόγραμμα τῆς γυμναστικῆς διαιρεῖται σέ τρία προγράμματα.

Στό πρῶτο πρόγραμμα διδάσκονται σπόρτς μέ ὁμάδες.

Στό δεύτερο πρόγραμμα συναγωνισμός διδάσκεται καί μαθηταί τῆς ἰδίας τάξεως συναγωνίζονται ἀναμεταξύ τους.

Στό τρίτο πρόγραμμα οἱ μαθηταί δίνονται νά συναγωνίζονται μέ μαθητάς ἀπό ἄλλα σχολεῖα σέ διαφορετικά σπόρτ.

Μέ αὐτό τό πρόγραμμα εὔχονται οἱ καθηγηταί τῆς γυμναστικῆς νά ἱκανοποιήσουν ὅλους τούς μαθητάς καί τούς προσφέρουν προγράμματα εἰς τά ὁποῖα μποροῦν νά λάβουν μέρος.

ΠΡΟΓΡΑΜΜΑ ΜΟΥΣΙΚΗΣ ΜΠΑΝΤΑΣ

Τὸ πρόγραμμα τῆς μουσικῆς μπάντας προσπαθεῖ νὰ προσφέρει μουσικὴ στοὺς μαθητὰς ἀπὸ πατροπαράδοτους συνθέτες.

Τὰ μαθήματα ἀρχίζουνται εἰς τὴν 6ην τάξην μὲ σκοπὸν ὅπως οἱ μαθηταὶ συνεχίζουν νὰ εἶναι μέλη τῆς μπάντας στὴν 7η καὶ 8η τάξι. Κάθε μαθητὴς ἔχει ἕνα μάθημα τὴν ἑβδομάδα.

Τὸ μάθημα διδάσκεται σὲ ὅλους τοὺς μαθητὰς ποὺ παίζουν τὸ ἴδιο ὄργανο.

Ἕνα χρόνο ἡ μπάντα αὔξησε $450.00 πουλώντας Χριστουγεννιάτικα κεριά. Μὲ τὰ χρήματα ἀγοράσαμε στολές. Ὄχι μόνον ποὺ ἐκτελᾶ ἡ μπάντα τὰ Χριστούγεννα, ἀλλὰ ἐπίσης ἐκτελᾶ σὲ πολλὰ διαφορετικὰ δημοτικὰ σχολεῖα. Ἐπίσης λαμβάνουν χώραν εἰς τὴν "παρέλασιν τῆς Μεμόριαλ Day"

Ἐκτὸς τὰ 47 μέλη τῆς μπάντας ἔχομε ἐπίσης ἄλλα μικρὰ τμήματα.

Ἡ βασικὴ ἰδέα τοῦ προγράμματος τῆς μπάντας εἶναι νὰ βοηθήσῃ τοὺς μαθητὰς νὰ ἀποδείξουν τοὺς ἑαυτούς των. Δείχνει τοὺς μαθητὰς πῶς νὰ ἐργάζονται μαζὶ γιὰ ἕνα σκοπόν, καὶ ἐπίσης νὰ ἔχουν εὐχαρίστησι καὶ χαρὰ κάμνοντας μουσικὴ μὲ ἄλλους.

ΟΡΧΗΣΤΡΑ – ΧΟΡΔΕΣ

Η ὀρχήστρα εἶναι ὁμάς ἡ ὁποία μαθαίνει καί ἐκτελᾶ. Ἡ μουσική τήν ὁποία διδάσκομαι ἀρχίζει ἀπό τίς ἀρχαῖες ἐποχές καί φθάνει μέχρι τίς σημερινές. Πρόβες λαμβάνουν χώραν μία φορά τήν ἑβδομάδα μέ σκοπόν νά καθητεύομεν τήν ὀρχήστρα καί τούς μαθητευόμενους.

Δώσαμε χειμωνιάτικα προγράμματα.– Μία φορά γιά τούς γονεῖς καί μία φορά γιά τούς μαθητάς.

Τήν Ἄνοιξη ἔχομε ἰδιαίτερα προγράμματα γιά γονεῖς καί μέλη τῆς κοινότητος. Αὐτήν τήν ἡμέραν διάφορα μέρη τῆς ὀρχήστρας ἐκτελοῦν.

Κάθε χρόνο ἐκτελοῦμαι σέ δημοτικά σχολεῖα, καί συνήθως ἐκτελοῦμαι μάζι μέ ἄλλα Γυμνάσια.

Μαθήματα χορδῶν δίδονται. Ἐλπίζομαι ὅπως τά δημοτικά σχολεῖα διδάξουν σέ μερικούς μαθητάς διά νά μπορέσωμε νά καταστήσουμε ἀρκετή "Ὀρχήστρα χορδῶν".

Scuola Media di Banjamin Franklin
165 Flax Hill Road
South Norwalk, Connecticut

Marzo 1975

Genitori dei futuri bambini della prima media:

A settembre, ai bambini di prima media, sara' data l'opportunita' di scegliere una lingua straniera, se hanno completato il programma delle scuole elementari con buonė voti e se verra' raccomandato dai loro insegnanti.

Se per caso, il vostro bambino e' a conoscenza di due lingue, Inglese e Spagnolo, un corso di spagnolo verra' offerto. In questo caso il vostro bambino non verra' esposto a una terza lingua che puo' essere la causa di confusione e delusioni nella sua vita scolastica.

Se avete alcune domande non esitate a chiamare Benjamin Franklin (telefono 847-0481, ext. 471, 8:30 - 3:00)

Per favore riempite questo modulo e fatelo riportare a scuola dal vostro bambino prima del 19 Marzo 1975.

Sinceramente,

Fred J. Foldeak, Preside

Data______________________________

Scuola Elementare______________________________

Nome dello Studente______________________________

Firma dell'insegnate______________________________

Raccomandazione dell'insegnante________________________

Firma del Genitore______________________________

BENJAMIN FRANKLIN MIDDLE SCHOOL

Norwalk, Connecticut

Γιά τούς γονεῖς πού τά παιδιά τούς θά θά πάνε στήν ἕκτη δημοτικοῦ.

Τό Σεπτέμβριο ὅταν τά παιδιά σας μποῦνε στήν ἕκτη τάξις θά ἔχουν τήν εὐκαιρία νά διαλέξουνε μιά ξένη γλῶσσα, ἐάν ἔχουν συμπληρώσει τό πρόγραμμα τοῦ δημοτικοῦ σχολείου, ἱκανοποιητικῶς καί ἔχει συνισθη ἀπό τό διδάσκαλό τους νά πάρουνε μιά ξένη γλῶσσα.

Σέ περίπτωσις πού τό παιδί σας ξέρη δυό γλῶσσες Ἀγγλικά καί Ἰσπανικά, γιά τούς Ἰσπανούς ἔχει εἰδικά μαθήματα.
Δέν θέλουμε τό παιδί σας νά πάρη τρίτη γλῶσσα καί νά μπερδεφτῆ μέ τά μαθήματα τοῦ σχολείου.

Ἐάν ἔχετε τίποτα ἐρωτήσεις σᾶς παρακαλῶ νά μᾶς τηλεφωνίσετε ὁ ἀριθμός τοῦ σχολείου εἶναι 847-0481 ἀπό τίς 8:30 τό πρωΐ ἕως τίς 3: τό ἀπόγευμα

Σᾶς παρακαλῶ συμπληρώσετε τό παρακάτω χαρτί καί στείλτε το πίσω στό σχολεῖο μέχρι τίς 19 Μαρτίου 1974.

εἰλικρινῶς

Γυμνασιάρχης.

Ἡμερομηνία ____________________
Δημοτικό σχολεῖο ____________________
ὄνομα μαθητοῦ ____________________
ὑπογραφή διδασκάλου ____________________
Συστάσεις διδασκάλου ____________________
ὑπογραφή γονέων ____________________

BENJAMIN FRANKLIN MIDDLE SCHOOL
NORWALK, CONNECTICUT

Fred J. Foldeak
Principal

Dear Parents:

These are the grades that your children will be receiving this marking period. This is an indication of the work and the effort that they have made.

The key (code) of the mark is the following:

A - Excellent
B - Good
C - Fair
D - Less than fair
F - Poor
G - Satisfactory

Please sign this letter and return it to me.

Sincerely yours,

____
Teacher

Spanish_________
English_________
Mathematics______
Science----______
Art_____________
Music___________
Home Arts_______
Industrial Arts____
Physical Education_______

SCUOLA MEDIA DI BENJAMIN FRANKLIN
NORWALK, CONNECTICUT

Cari Genitori:

Questi sono i voti che i vostri bambinirriceveranno durante questo trimestre. Questo e' una indicazione del lavoro e degli sforzi che hanno fatto.

La chiave (codice) del voto e' il seguente:

A-eccellente

B-buono

C-soddisfatorio

D-meno di soddisfatorio

F-scarso

G-insoddisfatto

Per favore firmate questa lettera e rimandatemela.

Spagnolo____________________ Applicazioni tecniche____________________

Inglese____________________ Arte____________________

Matematica____________________ Musica____________________

Scienze____________________ Arti Industriali____________________

Storia____________________ Educazione Fisica____________________

Sinceramente,

Fred J. Földeak
Preside

BENJAMIN FRANKLIN MIDDLE SCHOOL
Norwalk, Connecticut

Fred J. Foldeak
Principal

To Whom It May Concern:

I give permission to my child ______________________
to attend excursions and educational trips on __________
__________________ under the supervision of the teacher
and the social worker.

________________ Date

________________ Signature of the Parent or Guardian

BENJAMIN FRANKLIN MIDDLE SCHOOL
Norwalk, Connecticut

Fred J. Foldeak
Principal

All'interessato:

Do il permesso al mio bambino ______________________
di andare alle gite e viaggi educativi il ______________
sotto la sorveglianza dell'insegnate e dell'aiutante.

______________ Data

______________________________ Firma del Genitore o del Custode

Σέ αὐτόν ποὺ ἐνδιαφέρετε.

Δίδω τήν ἄδεια στό παιδί μου ________________ νά πηγαίνῃ στό διδακτικό ταξίδι ________________ κάτω ἀπό τήν ἐπιτήρησιν τοῦ διδασκάλου καί ὁδηγοῦ.

____
Ἡμερομηνίαν

____
ὑπογραφήν γονέων.

BENJAMIN FRANKLIN MIDDLE SCHOOL
Norwalk, Connecticut

Fred J. Foldeak
Principal

Dear Parents:

If you wish to speak by telephone to any of your children's teachers, guidance counselor, or principal, please do the following:

1. Telephone the school, 847-0481.
2. Ask for the guidance counselor's office.
3. Tell the guidance counselor your child's name, grade, and the name of the teacher or whomever you wish to speak to.

The school will arrange for the teacher and someone who can speak your language to be on the telephone to talk with you about anything you need to know regarding your child.

Sincerely yours,

Fred J. Foldeak
Principal

BENJAMIN FRANKLIN MIDDLE SCHOOL
Norwalk, Connecticut

Fred J. Foldeak
Principal

Padres,

Si desean Uds. hablar por Telefono a unas maestros de sus hijos, consejero o el principal, por favor haga Ud el siguiente

1. llame Ud. a la escuela 847-0481
2. pregunte Ud. para la oficina del consejero
3. digale al consejero el nombre, grado de su hijo y el nombre del profesor conquien quiere hablar.

La escuela arreglara por el maestro y pro alquien que pueda traducer para Ud. por telefono. De esta manera pueda Ud. encontrar todo lo que quiere saber de su hijo.

Sinceremente,

Fred J. Foldeak
Principal

Cari Genitori:

Se desiderate parlare a telefono con qualsiasi insegnante dei vostri bambini, consiglieri, o preside, per favore fate il seguente:

1. Telefonate alla scuola, 847-0481
2. Domandate per l'ufficio del consigliere
3. Dite al consigliere il nome del vostro bambino, la classe, e il nome dell'insegnante o la persona con cui desiderate parlare.

La scuola si mettera' d'accordo con l'insegnante e qualcuo che sa parlare la vostra lingua, per telefonarvi e parlare con voi su quello che riguarda il vostro bambino.

Sinceramente,

Preside

BENJAMIN FRANKLIN MIDDLE SCHOOL

Ἀγαπητοί γονείς.

Ἐάν θέλεται νά μιλήσετε τηλεφωνικώς μέ ὅπιον δίποτε ἀπό τούς διδασκάλους τού παιδιού σάς, τόν σύμβουλο, ἤ τόν γυμνασιάρχη τηλεφωνίστε μας.

1. Τό τηλέφωνο τού σχολείου 847-0481.
2. Ζητήσετε τό γραφείο τού σύμβουλου.
3. Πέστε στόν σύμβουλο το ὄνομα τού παιδιού σάς, τήν τάξι καί τό ὄνομα τού διδασκάλου, ἤ ὅπιον δίποτε θέλετε νά μιλήσετε.

Τό σχολείο θά κανονίση μέ τόν διδάσκαλο καί παιδίον πού μπορή νά μιλήσι τήν γλῶσσα σάς νά εἶναι στό τηλέφωνο νά μιλήσι μαζί σάς διά ὅτι δίποτε θέλετε νά μάθεται γιά τό παιδί σας.

Εἰλικρινῶς δικό σας

Γυμνασιάρχης

Benjamin Franklin Middle School
165 Flax-Hill Road
South Norwalk, Connecticut

Ἡμερομηνία ____________

Ἀγαπητή ____________

Σᾶς πληροφορῶ ὅτι τό παιδί σας δέν ἔρχεται στό σχολεῖο. ____________ ἔρχεται ἀργά ____________ πολλές φορές ὅπος καί σήμερα ____________

Εἶμαι βέβαιος πώς συμφωνῖτε μαζί μας ὅτι τό παιδί σας χάνη πολύτιμο καιρό ἀπό τό σχολεῖο, ὅταν ἔρχεται ἀργά ἤ δέν ἔρχεται καθόλου.

Σᾶς παρακαλῶ τηλεφωνίσθε μας σέ αὐτόν τόν ἀριθμόν 847-0481, ext. 471. διά νά συζητήσουμε τό πρόβλημα μαζί σας

Εἰλικρινῶς

Fred J. Foldeak
Γυμνασιάρχης

BENJAMIN FRANKLIN MIDDLE SCHOOL
NORWALK, CONNECTICUT

Fred J. Foldeak
Principal

Mr. ______________________________:

Your son (daughter) ____________________ is not working as well as we should hope. Therefore, we are sending you this notice to advise you of the situation. Your son (daughter) needs more help in the following subject areas checked below:

______ Spanish
______ Mathematics
______ Science
______ Social Studies

Your son (daughter) needs to improve in the following manner:

______ 1. Pay more attention in class
______ 2. Better behavior in the assembly room
______ 3. Study for tests
______ 4. Do homework when so required
______ 5. Ask for incomplete or missed work owed
______ 6. Ask for help after school
______ 7. Make up all the work completed during his absence
______ 8. Participate in class activites

We hope that you can help us in this area. If you have any question, please call us at 847-0481, ext. 471.

Sincerely,

Miss Isabel E. Villar
Teacher

DIREZIONE SCOLASTICA
NORWALK, CONNECTICUT

Signor______________________________________:

Suo figlio (figlia) non studia abbastanza come dovrebbe. Le inviamo questa lettera per avvisarla della situazione. Suo figlio (figlia) ha bisogno di aiuto nelle seguenti materie qui sotto segnate:

______________Spagnolo

______________Matematica

______________Scienze

______________Storia

Suo figlio (figlia) ha bisogno di migliorare i seguenti:

______1. Stare piu' attenta in classe

______2. Migliorare il comportamento nella classe d'assemblea

______3. Studiare per i compiti in classe

______4. Fare i compiti a casa quando glielo assegnano

______5. Domandare per il lavoro incompleto e quello non consegnato

______6. Chiedere aiuto al termine della giornata scolastica

______7. Completare tutti i compiti che non ha fatto durante la sua assenza.

______8. Partecipare nelle attivita' di classe.

Speniamo che ci puo' aiutare in questo campo. Se avete alcune domande per favore chiamate la vostra scuola a questo numero 847-0481.

Sinceramente,

Insegnante

Benjamin Franklin Middle School
Norwalk, Connecticut

Fred J. Foldeak
Γυμνασιάρχης

Κυρία ____________________

Το παιδί σας __________________________ δίν πηγαίνη καλά στό σχολείο. Θέλουμε νά ἦσαι εἰς γνώμην διά τήν κατάστασιν του παιδιού σας, χρειάζετε βοήθεια στα ἑξῆς μαθήματα.

__________________ Ἰσπανικά
__________________ μαθηματικά
__________________ Ἐπιστήμη
__________________ Κοινονικές σπουδές = Social Studies

Τό παιδί σας χρειάζεται νά ἐφαρμόση τούς ἑξῆς τρόπους

____________ 1. Νά δίνη περισσότερη προσοχή στήν τάξι.
____________ 2. Νά κάθεται φρόνιμα στίς συνελεύσις
____________ 3 Νά μελετά γιά τούς διαγωνισμούς
____________ 4 Νά κάνη. τά μαθήματα πού πρέπη στό σπίτι
____________ 5. Νά τελειώση ὅλα τα μαθήματα πού ἔχη ἀτελίωτα
____________ 6. Νά ζητίση βοήθεια μετα τό σχολείο
____________ 7. Νά κάνη ὅλλοι τή δουλιά πού παρέλειψε-μέ ἀπουσίες
____________ 8. Να ἐργάζετε με τούς ἄλλους μαθητάς στήν τάξις

Ἐλπίζωμε νά μᾶς βοηθήσετε σε αὐτο τό σημεῖον. Ἐάν ἔχεται ἐρωτήσεις τηλεφωνίσετε μας στό 847-0481 εχτ. 471.

Εἰλικρινῶς
Miss Isabel E. Villar
Διδασκάλα.

NORWALK DEPARTMENT OF HEALTH
137 East Avenue
Norwalk, Connecticut

All patients admitted to the DENTAL CLINIC are requested to fill out the following information pertinent to the care of the patient.

All patients not 18 years of age must be accompanied to the Clinic by an adult. Patients not 18 years of age will not be allowed to leave the Clinic after treatment without an adult.

SOCIAL HISTORY:

Name of Patient
Address
Age — Telephone Number
Name of Parent, Guardian, Relative
Address
Referred by: School — Name of School
Physician — Name of Physician
Agency — Name of Agency

Referral Date:

MEDICAL HISTORY

Please indicate any of the following diseases which the patient has had:

Allergies to medicines ( ) Vaccines ( ) Foods ( )
History of uncontrolled bleeding ( )
Rheumatic Fever ( ) Scarlet Fever ( )
Heart Disease ( ) Kidney Disease ( )
Asthma ( ) Earaches ( )
Diabetes ( ) Mumps ( )

Signature of Patient (if age 21), Parent or Guardian ______________________________

Signature of Interpreter ______________________________ Date ____________________

There is a $2.00 fee for each child for each visit to the Dental Clinic. Please check if you are on State Welfare, either A.D.C. or Title 19.

NORWALK DEPARTMENT OF HEALTH

137 East Avenue

Norwalk, Connecticut - 06851

TO WHOM IT MAY CONCERN:

I, ______________________________, hereby authorize the
(Parent's Name)

dentists and dental hygienists of the Dental Clinic of the Norwalk Health Department, to perform or have performed upon my minor child, ____________ (Child's Name) such dental care or surgery as may be deemed necessary.

DATE______________ RELATIONSHIP______________________
(Mother, Father or Legal Guardian)

WITNESS____________________ SIGNED______________________
(Adult over 21) (Parent's Signature)

SIGNATURE OF REFERRING INDIVIDUAL______________________

2

BOARD OF EDUCATION
105 Main Street
Norwalk, Connecticut

HEALTH SERVICES

Under Public Act No. 71-296 each Board of Education shall require all children under twelve years of age to be protected against Rubella. Rubella is commonly known as German Measles and is also called three day measles. This is required for entrance to school as well as for those attending school at the present time.

According to school medical records your child has not been immunized or had German Measles. To bring our school records up to date, please answer the following:

Francis J. Kalaman, M.D.
School Medical Advisor

My child ________________________ had German Measles (Rubella) immunization.

____
(Date)

[✓ My child ________________________ had German Measles (Rubella).]

____
(Date)

____
(Parent's Signature)

5

FJK/AA/ic
10/73

NORWALK PUBLIC SCHOOLS - SCHOOL HEALTH SERVICES

NAME ______________________ SCHOOL ______________ GRADE _____ HOMEROOM ________

Dear Parent:

Pupils in Connecticut Public Schools are required by law to have a health examination periodically. In Norwalk, they are required in the 2nd, 4th, 7th and 10th grades and must be recorded on a Norwalk School Health Record.

Your family physician is familiar with your child and it is desirable for him to do this examination. If this cannot be done, provision will be made to have this examination done by a school physician. If you wish, you may be present.

PARENT PLEASE SIGN ONE OF THE FOLLOWING:

(1) Our family physician will examine my child and form will be returned within a month. (A physical examination completed in this calendar year is acceptable.)

Signed: ______________________________

(2) Please have the school physician examine my child.

Signed: ______________________________

I desire to be present when my child is examined. YES ________ NO ________

AA/ic
R 2/13/74
SHS-2

445

THE PUBLIC SCHOOLS

Town of ....

To Parents:

Many people are exposed to tuberculosis without knowing about it. The best way of determining whether or not a pupil has been infected is by means of a tuberculin test.

Through the cooperative efforts of several local health agencies, it is possible to offer a tuberculin test to students in this school. This test according to medical authorities, is harmless and may result in great benefit not only to the pupil concerned, but to the family as well. You may avail yourself of the opportunity of securing this test for your child without cost by using the request slip below.

Those who react positively to the tuberculin test should have an X-ray of their chest, and this will be available without cost to those who cannot arrange for it otherwise.

The results of tuberculin tests will be sent to parents.

Information concerning tuberculosis or the tuberculin test may be secured from your physician, or by telephone or consultation with the school nurse. Please communicate with her if she can be of help to you.

Very truly yours,

Principal

This project is sponsored by the Local Health Groups and the State Department of Health, Office of Tuberculosis Control, Hospital Care and Rehabilitation

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Request for Tuberculin Test

To the Principal:

I request that .... *be tested with tuberculin test, and X-rayed if necessary.*

The physician usually treating our family is

Doctor ....

.... *Date*

.... *Parent or Guardian*

S. T. C. 1 PS. (2-70) 10M

3

Dear Parents:

In the event you may need the services of the Children's Medical Center we are sending you the following information:

Children's Medical Center
17 Monroe Street
South Norwalk, Conn. 06853
(near Railroad Station)

Telephone for Appointment
866-0777

HOURS

Monday Through Friday

10:00 A.m. to 12 Noon
1:00 P.M. to 5:00 P.M.
7:00 P.M. to 9:00 P,M.

Saturday - 10:00 A.M. to 12:00 Noon

Sincerely yours,

Principal

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

September 1973

Dear Parent or Guardian:

The Norwalk Board of Education, realizing the importance of making available a well-balanced lunch for all students, participates in the National School Lunch Program. For those studen who are unable to pay the full price of the lunch, provisions are made for them to receive lunches free.

Children from families whose gross annual income is no more than that indicated in the chart below are eligible for lunches free.

If the number of people in your family is:	...and your income is at or below this level, yo are eligible for a free lunch.
1	$ 2,565
2	3,370
3	4,180
4	4,975
5	5,710
6	6,450
7	7,115
8	7,785
9	8,390
10	8,990
11	9,585
12	10,180

Each additional family member $600.

If your income is greater than those shown above but you have unusually high medical bills, shelter costs in excess of 30 percent of your income, special education expenses due to ment or physical condition of a child, or disaster or casualty losses, your children may still be eligible.

To apply for free lunches for your children, at any time during the year, complete the attach application and return it to the school. You will be notified within 10 days of receiving your application whether or not your children are eligible. If you do not agree with the dec sion, you have a right to a fair hearing. This can be done by calling or writing Mr. Charles Wagner or Dr. Edward McEnroe at 105 Main Street, Norwalk, Conn., Phone #847-0481.

In certain cases foster children are also eligible for these benefits. If you have foster ch ren living with you and wish to apply for such lunches for them, please notify us or indicate on the application.

All children are treated the same regardless of ability to pay. In the operation of child feeding programs, no child will be discriminated against because of his race, sex, color, or national origin. If your income changes during the school year, please contact us.

Sincerely,

Richard C Briggs
Richard C. Briggs
Superintendent of Schools

RCB:em

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APPLICATION FOR FREE LUNCHES

Parents: To apply for free lunches for your children, fill out this form and return it to the school office.

Date: ______________

Names of children for whom application is made:

Name	School	Grade

Name and address of parent or guardian: ______________ Phone: ______________

Total number of family members living at home ______________.

Total family income before deductions (including welfare payments, wages of all working members, pensions, social security, and all other income.)

Weekly: _______ Semi-monthly: _______ Monthly: _______ Yearly: _______

(fill out one)

If your gross family income exceeds the amount indicated in the school's letter, and you wis to apply under any of the special hardship conditions cited in the letter, please complete this application and also describe the nature of your hardship here: ______________

In certain cases, foster children are eligible for free lunches regardless of your family in If you have foster children living with you and wish to apply for such lunches for them, ple check here: __________.

I hereby certify that all of the above information is true and correct to the best of my inf tion and belief.

____

Signature of Adult Family Member

FOR SCHOOL USE ONLY

Your application for free lunches for your children has been:

______________ Approved for free lunches

______________ Denied for the following reason: ______________

Appeal of this decision may be made to: Dr. Edward McEnroe, Director of Pupil Personnel or Charles A. Wagner, Director of Non-Personnel and Supportive Services, 105 Main Street, Norwalk, Connecticut, Phone 847-0481.

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NORWALK DEPARTMENT OF HEALTH
137 East Avenue
Norwalk, Connecticut 0685

Todo paciente admitido a la Clínica Dental se le solicita llenar la siguiente información pertinente al cuidado del paciente.

Todo paciente que no haya cumplido los 18 años de edad, debe ser acompañado a la Clínica por un adulto. Pacientes menores de 18 años de edad, no serán permitidos abandonar ~~la~~ la Clínica sin un adulto después del tratamiento.

HISTORIA SOCIAL

Nombre del Paciente ______________________________
Dirección ______________________________
Edad ______________ Numero de Telefono ______________
Nombre del Padre de Familia o Encargado ______________________________
Dirección ______________________________
Recomendado por: La escuela _____ Nombre de la escuela ______________
El médico _____ Nombre del médico ______________
La agencia _____ Nombre de la agencia ______________

~~HISTORIA MEDICA~~
Fecha de referencia: ______________

HISTORIA MEDICA

Favor de indicar cualquiera de las siguientes enfermedades que el paciente haya tenido:

Alérgico a las medicinas ( ) Vacunas ( ) Comidas ( )
Historia de hemofilia ( ) Fiebre escarlatina ( )
Fiebre reumática ( ) Enfermedad de los riñones ( )
Enfermedad cardiáca ( ) Dolor de oído ( )
Diabetis ( ) Paperas (Farfayota) ( )

Firma del paciente (si es mayor de 21 años), Padre de Familia o Encargado.

______________________________ Fecha: ______________

Se le cobrará la suma de $2 (dos dólares) a cada niño, por cada visita a la Clínica ~~Dental. P~~ Dental. Por favor señale si lo ayuda (The State Welfare) el Bienestar Estatal o sea A.D.C. o Título 19.

a/d

DEPARTAMENTO DE SALUD DE NORWALK
137 East Avenue
Norwalk, Connecticut - 06851

A QUIEN INTERESE:

Yo, ______________________________ (Nombre del Padre de Familia o Encargado), Por este medio, autorizo al dentista o dentista higiénico de la Clínica Dental del Departamento de Salud de Norwalk, llevar a cabo su trabajo o atender a mi hijo menor de edad ____________________ (Nombre del Nino) en caso que necesite cuidado dental o cirugía .

Fecha ____________ Parentezco ______________________________ Madre, Padre o Encargado Legal.

Testigo ________________ (Adulto mayor de 21) Firmó ______________________________ Firma del Padre de Fam. o Encarg).

Firma del individuo en referencia. ______________________________

a/d

2

JUNTA DE EDUCACION
105 Main Street

Norwalk, Connecticut

SERVICIOS DE SALUD

Bajo el Acto Público No. 71-296 cada Junta de Educación debe pedirle a todo niño MENOR de doce años de edad como requisito, que debe estar protegido contra la Rubiola. La Rubiola es comunmente conocida como Sarampión Alemán (viruela), además se le conoce como sarampión de tres días.

Este es un requisito para ser admitido a la escuela, de la misma manera para aquellos que atienden la escuela actualmente.

De acuerdo con el historial médico, su hijo no ha sido inmunizado o le dió Sarampión Alemán. Para poner al día estos datos , por favor conteste lo siguiente:

Francis J. Kalaman, M. D.
~~School~~Consejero Médico Escolar

(2) Mi hijo ______________________ Le dio Sarampión Alemán (Rubiola)

(Fecha) ______________

(1) Mi Hijo ______________________ FUE INMUNIZADO contra la Rubiola o Sarampión Alemán.

(Fecha) ______________

____
Firma del Padre de Familia o Encargado

FJK/AA/ad

a/d

ESCUELAS PUBLICAS DE NORWALK - SERVICIOS ESCOLARES DE SALUD

NOMBRE ....ESCUELA .......................GRADO............AULA-HOGAR..................

Querido Padre de Familia:

A los alumnos de las Escuelas Públicas de Connecticut se les requiere por ley, examinarse periódicamente. En Norwalk, se les requiere hacerlo en el 2o, 4o, 7o y 10o grados y debe ser llevado y archivado por el REGISTRO de Salud Escolar de Norwalk.

Su médico escolar, se ha familiarizado con su hijo y es su deseo hacer este examen. Si esto no fuese posible, se le proveerá un examen por el médico escolar. Si usted desea estar presente, puede hacerlo.

Sr. PADRE DE FAMILIA, FAVOR DE FIRMAR UNO DE LOS SIGUIENTES

(1) Nuestro médico familiar examinará a mi hijo y la fórmula será devuelta dentro de un mes. (Un
escolar ~~Un~~ examen físico completado en el ~~año~~ calendario escolar es aceptable).

Firma: ______________________

(2) Favor de hacer que el médico escolar examine a mi hijo.

Firme: ______________________

Deseo estar presente cuando mi hijo sea examinado . SI ____________ NO ____________

AA/ic
Rev. 2/13/74
SHS-2

a/d

LAS ESCUELAS PÚBLICAS
Ciudad de ---------------------------

THE PUBLIC SCHOOLS

A los Padres de Familia:

Mucha gente son expuestas a tuberculosis sin saberlo. La mejor manera de determinar si un alumno ha sido contagiado, es por medio de la prueba tuberculina.

Por medio de los esfuerzos cooperativos de algunas agencias de salud locales, es posible ofrecerle a los niños de esta escuela, una prueba tuberculina. Esta prueba, de acuerdo con las autoridades médicas, es inofensivo y tal vez dará un resultado de gran beneficio, no sólo para el alumno interesado, pero también para la familia. Tal vez podrá aprovecharse de la oportunidad de asegurar es prueba para su hijo sin costo alguno usando la fórmula que se requiere y que se encuentra en la parte inferior de esta página.

Aquellos que ~~que~~ tengan una reacción positiva a la prueba tuberculina., deben obtener un Rayos X del pecho, y esto estará a su disposición sin costo alguno ~~[illegible]~~ para aquelllas personas que no puedan disponer de él en otra forma.

Los resultados de prueba tuberculina serán enviados a padres de familia.

La información concerniente a la tuberculosis o a pruebas de tuberculina puede conseguirlos por medio de su médico o por teléfono, también consultando con la enfermera escolar.

Por favor comuníquese con ella, si usted necesita de su ayuda.

De usted sinceramente,

El Director de Escuela

Este proyecto es promovido por Grupos Locales de Salud
y del Departamento de Salud, Oficinas de Control de
Tuberculosis, Cuidados del Hospital y Rehabilitación.

SOLICITUD PARA LA PRUEBA TUBERCULINA

Al Director Escolar:

Solicito que -- se le haga la prueba tuberculina y Rayos-X si fuese necesario.

El médico que usualmente ve y trata a nuestra familia es el Doctor....... ______________________________

______________ Fecha

______________________ Padre de Familia o Encargado

a/d S.T.C. ! Ps. (2-70) 10M

BOARD OF EDUCATION
Administration and Service Center
105 Main Street
Norwalk, Connecticut 06852
847-0481

Setiembre de 1973

Estimado Padre de Familia o Encargado:
La Junta de Educación de Norwalk, al notar que es de suma importancia un almuerzo bien balanceado para todos los estudiantes, esta participa en el Programa Nacional de Almuerzo. Para aquellos estudiantes quienes no pueden pagar el precio completo del almuerzo, se han hecho provisiones para ellos con el fin de darles almuerzos gratuitos.

Niños de familias con sueldos anuales netos no mayor que aquellos indicado en el diagrama siguiente, son elegibles para almuerzos gratuitos.

Si el número de personas en su familia es de:	... y sus entradas son de o menor que este nivel usted es elegible para almuerzos gratuitos.
1	$ 2,565
2	3,370
3	4,180
4	4,975
5	5,710
6	6,450
7	7,115
8	7,785
9	8,390
10	8,990
11	9,585
12	10,180

Cada miembro ~~mas~~ adicional en la familia $600.

Si sus entradas son mayores que éstas señaladas anteriormente, pero usualmente usted ha tenido cuentas médicas muy altas, y el precio del alquiler que paga es un exceso del 30% de sus entradas , los gastos especiales de educación, debido a condiciones mentales o físicos de un niño, o por desastre o pérdidas causadas, entonces sus hijos podrán ser elegibles a los almuerzos gratuitos.

Para solicitar almuerzos gratuitos para sus hijos, en cualquier momento durante el año, complete la aplicación o fórmula que encontrará adjunta y regrésela a la escuela. Usted recibirá la respuesta en término de díz (10) días de haber recibido la aplicación, aunque sus hijos no hayan sido elegibles. Si no está de acuerdo con esta decisión, tiene usted el derecho de hacerse escuchar, puede hacerlo llamando ~~y~~ o escribiéndole al señor CHarles Wagner o al Dr. Edward Mc. Enroe al 105 Main Street, Norwalk, Conn., 06852, teléfono 847-0481.

En ciertos casos niños adoptivos son también elegibles para estos beneficios. Si tiene niños adoptivos viviendo con usted y desean solicitar estos almuerzos para ellos, favor de hacérnoslo saber o indíquelo en la solicitud. Todo niño es tratado de la misma manera, no importa la habilidad de pago. En la operación del programa alimenticio ningún niño será descriminado en su contra, ya sea por su raza, sexo, color u origen nacional. Si sus entradas económicas cambian durante el año, por favor póngase en contacto con nosotros.

Sinceramente,

Richard C. Briggs
Superintendente Escolar

NON – PERSONNEL and SUPPORTIVE SEVICES

105 Main Street, Norwalk

CONNECTICUT

Teléfono: 847-0481

APLICACION PARA ALMUERZOS GRATUITOS.

A los Padres de Familia: Para solicitar almuerzos gratuitos para sus hijos, llene esta fórmula y devuélvala a la oficina escolar.

Fecha:

NOMBRE	ESCUELA	GRADO

Nombre y Dirección del Padre de Familia o Encargado: Teléfono

Número de miembros en la familia que vivan en la casa __________
Total de entradas financieras antes de las deducciones (incluyendo pagos de(Welfare) Bien estar Social, sueldos de todos los miembros de familia que trabajan, pensiones, seguro social, y todas las demás entradas.)

Semanal: __________ Quincenal: __________ Mensual: __________ Añual: __________

(Llene uno solamente)

Si las entradas netas de la familia son mayores a la cantidad indicada en la carta escolar y usted desea hacer una solicitud especial, bajo las condiciones difíciles citadas en la carta, favor de completar esta aplicación y al mismo tiempo describa la naturaleza de su infortunio aquí: ____________________

En ciertos casos, niños adoptivos son elegibles para almuerzos gratuitos a pesar de las entradas familiares. Si tiene niños adoptivos viviendo con usted y desea solicitar almuerzos para ellos, favor de ~~de~~ decirlo con una señaX aqui:__________ .

Por medio de la presente certifico que toda la información anterior es cierta y correcta, de acuerdo con la mejor información y creencia de mi parte.

____
Firma del Adulto Miembro de la Familia.

PARA USO ESCOLAR SOLAMENTE
Su aplicación para almuerzos gratuitos de sus hijos han sido:
__________Aprobados para los almuerzos gratuitos.
__________Negados por las siguientes razones: ____________________
Apelación a esta solicitud debe ser hecha a: Dr. Edward Mc. Enroe, Director of Pupil Personnel o a Charles A. Wagner, Director of Non- Personnel and Supportive Services.

UFFICIO SANITA' DI NORWALK

137 East Ave.

Norwalk, Connecticut

Tutti i pazienti ammessi alla CLINICA PER I DENTI sono pregati di riempire il seguente modulo per la cura del paziente.

Tutti i pazienti minori di 18 anni devono essere accompagnati alla Clinica da un adulto. Ai pazienti minori di 18 anni non sara' permesso lasciare la Clinica senza un adulto dopo l'esame medico.

STORIA SOCIALE

Nome del paziente
Indirizzo
Eta' Numero del telefono
Nome del Genitore, Custode, Parente
Indirizzo

Riferito da:	Scuola	Nome della Scuola
	Medico	Nome del Medico
	Agenzia	Nome dell'Agenzia

Data di riferimento:

STORIA MEDICA

Siete pregato di indicare ogni malattia, qui sotto elencate, che il paziente ha avuto.

Allergie alle medicine ( ) Vaccini ( ) Cibi ( )

Storia di emorraggie incontrollabili	( )		
Febbre Reumatica	( )	Scarlattina	( )
Mal di Cuore	( )	Malattie ai Reni	( )
Asma	( )	Mal di Orecchi	( )
Diabete	( )	Orecchioni	( )

Firma del Paziente (se 21 anni), Genitore o Custode____________________

Firma dell'Interprete________________________________Data____________

Ogni bambino deve pagare un ammonto di $2.00 per ogni visita alla Clinica per i Denti. Per favore dite se fate parte del Welfare dello Stato, A.D.C. oppure Titolo 19.

UFFICIO SANITA' DI NORWALK

137 East Ave.

Norwalk, Connecticut 06851

ALL'INTERESSATO:

Io, ______________________________ autorizzo i
(Nome del Genitore)

dentisti e gli igenisti dei denti della Clinica dei Denti dell'Ufficio Sanitario di Norwalk, a eseguire o che e' stato eseguito su mio figlio minorenne ______________________________ tali cure o operazione come ritenuto opportuno.
(nome del bambino)

Data ______________ Parentela ______________________________
(Madre, Padre o Custode legale)

Testimone ______________________ Firma ______________________
(sopra 21 anni) (Firma del Genitore)

Firma dell'individuo ______________________________

DIREZIONE SCOLASTICA
105 Main Street
Norwalk, Connecticut

SERVIZIO DI SANITA'

Sotto l'Atto Pubblico No. 71-296 ogni Direzione Scolastica vuole che i bambini sotto dodici anni, siano protetti contro la varicella, comunemente chiamata morbillo di 3 giorni. Questo e' necessario per i bambini che frequentano la scuola per la prima volta, e per quelli che la frequentano gia'.

A secondo i registri medici della scuola, il vostro bambino non e' stato vaccinato oppure non ha avuto la varicella. Per avere i nostri registri al corrente, siete pregato di rispondere alle seguenti domande:

Francis J. Kalaman, M.D.
Medico Consigliere Scolastico

Il mio bambino ______________________ ha avuto la vaccinazione per la varicella.

____
(Data)

Il mio bambino ______________________ ha avuto la varicella

____
(Data)

____
(Firma del Genitore)

FJK/AA/ic
10/73

SCUOLE PUBBLICHE DI NORWALK - SERVIZIO SANITARIO SCOLASTICO

NOME ______________________________ SCUOLA ______________________________

CLASSE ______________________________ HOMEROOM ______________________________

Egregio Genitore:

La legge esige che gli studenti delle scuole pubbliche di Connecicut, abbiano un esame sanitario periodicamente. Sono necessari nella seconda classe, quarta, settima e decima, e deve essere riportato nei registri sanitari delle scuole di Norwalk.

Il vostro dottore di famiglia conosce a fondo il vostro bambino, quindi l'esame puo' essere fatto da lui. Se cio' non e' possibile, un dottore della scuola lo fara'. Se lo desiderate, voi potete essere presente.

GENITORE PER FAVORE FIRMATE UNO DEI SEGUENTI:

(1) Il nostro dottore di famiglia esaminera' il mio bambino e il modulo vi sara' consegnato dentro un mese. (Un esame medico fatto durante quest'anno e' accettabile).

Firma ______________________________

(2) Per favore fate esaminare il mio bambino dal dottore della scuola.

Firma ______________________________

Desidero essere presente all'esame medico del mio bambino. SI __________ NO __________

AA/ic
Rev.2/13/74
SHS-2

SCUOLE PUBBLICHE

Citta' di ______________________________

Ai Genitori:

Molte persone vengono a contatto con la tubercolosi senza saperlo. Il miglior modo per determinare se lo studente e' infettato e' quello di fare alcuni esami di tubercolosi.

Per mezzo della cooperazione delle agenzie sanitarie locali, e' stato possibile offrire esami per la tubercolosi in questa scuola. Questo esame, a secondo le autorita' mediche, non e' pericoloso e puo' risultare di grande beneficio non solo agli studenti, ma anche alle rispettive famiglie. Potete ottenere questa opportunita', senza costo,usando il seguente modulo.

Coloro che reagiscono positivamente, dovranno farsi i Raggi X al petto; questo sara' a disposizione,senza costo,a coloro che non possono permetterselo.

Il risultato degli esami per la tubercolosi verra' mandato ai genitori.

Informazioni sulla tubercolosi o sugli esami possono essere ottenuti dal vostro dottore oppure telefonando o consultando l'infermiera della scuola. Per favore mettetevi in contatto con lei se credete vi sara' di aiuto.

Sinceramente

Il Preside

Questo progetto viene garantito dal Gruppo Sanitario locale e dal dipartimento Sanitario dello Stato, Ufficio per il controllo della tubercolosi, Cura e riabilitazione dell'ospedale.

RICHIESTA PER L'ESAME DI TUBERCOLOSI

Al Preside:

Io richiedo che ______________________________ sia esaminato con l'esame della tubercolosi, e,se necessario con i Raggi X.

Il dottore che si prende cura della nostra famiglia e' Dottor __________________ ______________________________.

__________________________ Data

__________________________ Genitore o Custode

S.T.C. 1 PS. (2-70) 10M

Caro Genitore:

Nel caso avreste bisogno dei servizi del Centro Medico per i bambini, vi inviamo il seguente per vostra informazione.

Children's Medical Center
(Centro Medico per bambini)
17 Monroe Street
South Norwalk, Conn. 06853
(vicino la stazione ferroviaria)

Telefonate per un'appuntamento 866-0777

ORARIO

Da Lunedi' a Venerdi'

10:00 alle 12(mezzogiorno)
1:00 alle 5:00 PM
7:00 alle 9:00 PM

Sabato
dalle 10:00 alle 12:00 (mezzogiorno)

Sinceramente,

Il Preside

DIREZIONE SCOLASTICA
Centro di Amministrazione e Servizio
105 Main Street
Norwalk, Connecticut 06852
847-0481

Settembre 1973

Egregio Genitore o Custode:

La Direzione Scolastica di Norwalk, conoscendo l'importanza di presentare una buona colazione per gli studenti, partecipa al Programma Scolastico Nazionale per la Colazione. Per quei studenti che non possono permettersi di pagare il prezzo completo, saranno fatte provvisioni affinche' ricevano la colazione gratis.

Sono elegibili per la colazione gratis solo quei bambini le cui famiglie non hanno un'entrata annuale piu' di quello elencato qui' sotto.

Se il numero dei componenti della vostra famiglia e' di: ...e la vostra entrata e' sotto questo livello, siete elegibili per la colazione gratis:

1	$ 2,565
2	3,370
3	4,180
4	4,975
5	5,710
6	6,450
7	7,115
8	7,785
9	8,390
10	7,990
11	9,585
12	10,180

Ogni membro in piu' $600.

Se la vostra entrata e' maggiore di quella indicata sopra , ma avete pagamenti medici molto alti, pagamenti nascosti per il 30% della vostra entrata, pagamenti per educazione speciale dovuto a condizioni mentali e fisiche del bambino, oppure disastri o perdite di vittime, i vostri bambini possono essere elegibili.

Per avere colazioni gratis per i vostri bambini durante l'anno, completate il modulo allegato e riportatelo a scuola. Sarete notificati entro 10 giorni dopo aver ricevuto il vostro modulo, se i vostri bambini sono elegibili. Se non siete d'accordo con la decisione, avete il diritto di appellarvi. Questo puo' essere fatto con lo scrivere al Sig. Charles Wagner oppure al Dr. Edward McEnroe a 105 Main Street Norwalk Connecticut, Telefono # 847-0481.

In alcuni casi, i bambini adottati sono elegibili. Se avete bambini adottati con voi e desiderate avere queste colazioni per loro, per favore mettetevi in contatto con noi, oppure indicatelo sul modulo.

Tutti i bambini saranno trattati alla pari, senza dar conto alla loro abilita' di pagare. In questo programma, non ci saranno discriminazione perche' di differente razza, sesso, colore oppure origine. Se la vostra entrata cambia durante l'anno per favore avvisateci.

Sinceramente,

Richard C. Briggs
Direttore delle Scuole

MODULO PER LA COLAZIONE GRATIS

Genitori: Per avere la colazione gratis per i vostri bambini, riempite questo modulo e riportatelo all'ufficio della scuola.

Data: ______________________

Nome dei bambini per i quali il modulo viene riempito:

Nome	Scuola	Classe

Nome e indirizzo del genitore o custode: Telefono: ______________

____

Numero dei membri di famiglia abitanti a casa ______________

Somma delle entrate di famiglia prima delle deduzioni (includendo pagamenti del Welfare, paghe di tutti i membri che lavorano, pensioni, pensione di vecchiaia,e tutte le altre entrate.)

Settimanale:________ Meta' mese__________ Mensile__________ Annuale__________
(riempirne uno)

Se l'entrata completa familiare e' di piu dell'ammonto indicato nella lettera della scuola e desiderate avere il beneficio sotto le condizioni citate nella lettera, per favore completate questo modulo e descrivete la natura della vostra condizione qua':____

____

In certi casi, i bambini adottati sono elegibili per le colazioni gratis senza dar conto all'entrata della famiglia. Se avete bambini adottati che abitano con voi e volete avere le colazioni tratis per loro, per favore fate un segno qua'__________

Secondo le mie conoscenze certifico che tutte le informazioni sono vere e corrette.

____
Firma di un membro adulto della famiglia

PER USO DELLA SCUOLA

La vostra domanda per le colazioni gratis e' stata:

______________________approvata per le colazioni gratis

______________________negata per le seguenti ragioni______________

Ricorso per questa decisione puo' essere fatto a: Dr. Edward McEnroe, Direttore del personale per gli studenti, oppure Charles A. Wagner, Direttore del non-personale e servizio di supporto, 105 Main Street Norwalk, Connecticut. Telefono 847-0481.

Τμῆμα Ὑγιεινῆς Norwalk
137 East Avenue
Norwalk, Connecticut

Ὅλοι οἱ πελάτες τῆς Ὀδοντιατρικῆς Κλινικῆς παρακαλοῦνται νά συμπληρώσουν τίς κάτωθι πληροφορίες.

Ὅλοι οἱ πελάτες κάτω τῶν 18 ἐτῶν πρέπει νά συνοδεύονται ἀπό κάποιον μεγάλον. Ὅσοι πελάτες εἶναι κάτω τῶν 18 ἐτῶν, δέν ἐπιτρέπονται νά φύγουν μετά τήν θεραπείαν ἤ μετά τήν ἐπίσκεψιν εἰς τήν Κλινικήν χωρίς κάποιον μεγάλον.

Πληροφορίαι:

Ὄνομα Πελάτου
Διεύθυνσις
Ἡλικία
Ὄνομα Γονέως, Κηδεμόνος, Συγγενῆ
Διεύθυνσις
Ἡμερομηνία

Σύστασις:	τοῦ Σχολείου	Ὄνομα Σχολείου
	τοῦ Ἰατροῦ	Ὄνομα Ἰατροῦ
	τοῦ Γραφείου Περιθάλψεως	Ὄνομα Γραφείου Περιθάλψεως

Ἰατρική Ἱστορία Πελάτου

Παρακαλοῦμε νά σημειώσετε ποιές ἀπό τίς κάτωθι ἀρρώστιες ἔχει θεραπεύσει ὁ πελάτης.

Ἀλλεργίες εἰς φάρμακα ( )
Αἱμορραγίες ( )
Ρευματικῶν Πυρετῶν ( )
Καρδιακῶν Παθήσεων ( )
Ἄσθμα ( )

Ἐνέσεις Προφυλακτικές ( )
Διαβήτου ( )
Ἀσθενικά ( )
Παθήσεις Νεφρῶν ( )

Τροφές ( )
Μαγαζίτες ( )

465

Υπογραφή Πελάτου (εάν 21 έτους), Γονέως ή Κηδεμόνος

Υπογραφή Διερμηνέως   Ημερομηνία

Η κάθε επίσκεψις εις την Οδοντιατρικήν Κλινικήν με κάθε παιδί είναι $2.00. Παρακαλεῖσθε να σημειώσετε εάν λαμβάνετε Κοινωνικήν Περίθαλψιν (State Welfare), ή υπό A.D.C. ή υπό Τίτλου 19.

Τμῆμα Ὑγιεινῆς Norwalk
137 East Avenue
Norwalk, Connecticut

Γνωρίζω εἰς τὸν ἐνδιαφερόμενον:

Ἐγὼ ______________________ (ΟΝΟΜΑ ΓΟΝΕΩΣ) δίδω τὸ δικαίωμα εἰς τοὺς ὀδοντιατροὺς καὶ νοσοκόμους τῆς Ὀδοντιατρικῆς Κλινικῆς τοῦ Τμήματος Ὑγιεινῆς Norwalk νὰ χρησιμοποιήσουν ὅ,τι ὀδοντιατρικὴν θεραπεία ἢ χειρουργικὴν ἐπέμβασι χρειάζεται.

Ἡμερομηνία ______________ Συγγένεια ______________ (ΜΗΤΕΡΑ, ΠΑΤΕΡΑΣ ἢ ΚΗΔΕΜΩΝ)

Μάρτυρες ______________ (ΑΝΩ ΤΟΥ 21) Ὑπογραφὴ Γονέως ______________

Ὑπογραφὴ Ὑποδεικνύοντος ______________

Ἐπιτροπὴ Παιδείας
105 Main St.
Norwalk, Conn.

Ὑπηρεσία Ὑγιεινῆς

Συμφώνως μὲ τὸν κυβερνητικὸν κανονισμὸν Ἀριθμὸν 71-296 κάθε Ἐπιτροπὴ Παιδείας θὰ ὑποχρεώνῃ ὅλα τὰ παιδιὰ κάτω τῶν 12 ἐτῶν νὰ προφυλαχθοῦν ἀπὸ τὴν ἀρρώστια, Ρουμπέλλα — εἶναι γνωστὴ εἰς τὸ κοινὸν ὡς ἰλαρά. Αὐτὴ ἡ προφύλαξις εἶναι ἀπαραίτητος γιὰ ὅλα τὰ παιδιὰ ποὺ φοιτοῦν τώρα σὲ σχολεῖο. Γίνεται ἁπλῶς μία προφυλακτικὴ ἔνεσις.

Σύμφωνας μὲ τὰ στοιχεῖα ποὺ ὑπάρχουν στὸ σχολεῖο, τὸ παιδί σας δὲν ἔχει λάβει αὐτὴν τὴν ἔνεσιν. οὔτε εἶχε ποτὲ τὴν ἰλαρά. Γιὰ νὰ συμπληρώσωμε λοιπὸν τὰ στοιχεῖα μας, σᾶς παρακαλοῦμε νὰ συμπληρώσετε τὰ κάτωθι:

Francis J. Kalaman, Ἰατρὸς
Ἰατρικὸς Σύμβουλος Σχολείων

Παρακαλῶ νὰ ἀπαντήσετε στὶς ἐρωτήσεις αὐτὲς ναὶ ἢ ὄχι. Κάνετε ἕναν κύκλο γύρω ἀπὸ τὴν σωστὴν ἀπάντησι.

Τὸ παιδί μου ἔχει λάβει αὐτὴν τὴν ἔνεσι. ναὶ ὄχι
Ἡμερομηνία ______
Τὸ παιδί μου ἔχει περάσει τὴν ἰλαρά. ναὶ ὄχι
Ἡμερομηνία ______

______

Ὄνομα μαθητοῦ ἢ μαθητρίας

ΔΗΜΟΣΙΑ ΣΧΟΛΕΙΑ NORWALK
ΥΠΗΡΕΣΙΑ ΥΓΙΕΙΝΗΣ

ΟΝΟΜΑ ____________ ΣΧΟΛΕΙΟΝ ____________ ΤΑΞΙΣ ______ ΔΩΜΑΤΙΟΝ ______

Ἀγαπητοί Γονεῖς:

Ὑποχρεοῦνται οἱ μαθηταί τῶν Δημοτικῶν Σχολείων τοῦ νομοῦ μας (Κοννέκτικουτ) νά περάσουν ἀπό ἰατρικήν ἐξέτασιν εἰς τάς τάξεις 2αν, 4ην, 7ην, καί 10ην τάξιν. Πρέπει νά ὑπάρχουν ὅλα αὐτά τά στοιχεῖα εἰς Γραφεῖον Ὑγιεινῆς.

Εἶναι προτιμότερον νά γίνῃ ἡ ἐξέτασις αὐτή ἀπό τόν οἰκογενειακόν σας ἰατρόν, ὁ ὁποῖος γνωρίζει καλύτερα τό παιδί σας. Ἐάν δέν μπορεῖτε νά τό κάνετε αὐτό διά ὁποιονδήποτε λόγον, ἐμπορεῖ νά γίνῃ ἡ ἐξέτασις ἀπό ἰατρόν τοῦ σχολείου. Ἐάν προτιμᾶτε, ἐμπορεῖτε νά ἔλθετε καί ἐσεῖς εἰς τήν ἐξέτασιν.

ΠΑΡΑΚΑΛΕΙΣΘΕ ΝΑ ΥΠΟΓΡΑΨΕΤΕ ΤΟ ΤΙ ΠΡΟΤΙΜΕΙΤΕ :

(1) Ὁ οἰκογενειακός μας ἰατρός θά ἐξετάσῃ τό παιδί μου καί θά σᾶς ἀποστέλλωμε αὐτό τό χαρτί (ὄχι ἀργότερα ἀπό ἕνα μῆνα). (Ἐάν τό παιδί σας ἔχει ἐξετασθῆ αὐτόν τόν χρόνον, δεχόμεθα τά ἀποτελέσματα).

(2) Προτιμῶ νά ἐξετάσῃ τό παιδί μου ἰατρός τοῦ σχολείου

____
ΥΠΟΓΡΑΦΗ

____
ΥΠΟΓΡΑΦΗ

Ἐπιθυμῶ νά παρευρεθῶ εἰς τήν ἐξέτασιν τοῦ παιδιοῦ μου. Ναί ______ Ὄχι ______

(Physical Exam Permission)

(Request for Tuberculin Test)

Δημόσια Σχολεία
Norwalk

Πρός τούς Γονεῖς:

Πολλοί ἄνθρωποι χωρίς νά τό γνωρίζουν ἐκτίθενται στήν φυματίωσιν. Ὁ τρόπος διά νά βεβαιωθῆ κανείς ἐάν οἱ μαθηταί τοῦ σχολείου μας ἔχουν μολυνθῆ εἶναι μέ μίαν ἰδικήν ἐξέτασιν δι' αὐτήν τήν ἀρρώστια. Γίνεται δωρεάν καί θά σᾶς κάνωμε γνωστόν τό ἀποτέλεσμα.

Μετ' ἐκτιμήσεως,
Ὁ Διευθυντής

Αἴτησις Ἐξετάσεως Φυματισμοῦ

Πρός τόν κ. Διευθυντήν:

Παρακαλῶ νά ἐξετασθῆ τό παιδί μου, ______________________,
ΟΝΟΜΑ
καί νά περάση ἀπό ἀκτινοσκόπησιν ἐάν παραστῆ ἀνάγκη. Ὁ ἰατρός τῆς οἰκογενείας μας ὀνομάζεται ______________________.
ΟΝΟΜΑ ΙΑΤΡΟΥ

______________________ ______________________
ΗΜΕΡΟΜΗΝΙΑ ΥΠΟΓΡΑΦΗ ΓΟΝΕΩΣ Η ΚΗΔΕΜΩΝΟΣ

Ἀγαπητοί γονεῖς.

470

ἐάν τυχόν χρειασθῆτε τό Παιδικόν ἰατρικόν κέντρον, σᾶς στέλλομε τίς ἑξῆς πληροφορίες.

Children's Medical Center
17 Monroe Street
South Norwalk, Conn. 06854
(κοντά στόν σταθμό τοῦ τραίνου)
Τό τηλέφωνον διά ραντεβοῦ εἶναι 866-0777

Ὧραις
Δευτέρα ἕως Παρασκευή
10:00 AM ἕως 12:00 τό μεσημέρι
1:00 ἕως 5:00 P.M
7:00 ἕως 9:00 P.M

Σάββατο 10:00 AM ἕως 12:00 μεσημέρι

Εἰλικρινῶς

Γυμνασιάρχης

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

FOREIGN LANGUAGE
WILLIAM JASSEY

Γραφεῖον Παιδείας
Κέντρον Διοικήσεως καί Ἐξυπηρετήσεως
105 Main St.
Norwalk, Connecticut 06852
Τηλέφωνον 847-0481

Ἀγαπητοί Γονεῖς ἢ Κηδεμόνες:

Τό Γραφεῖον Παιδείας τοῦ Norwalk, ἐπειδή θεωρεῖ σοβαρόν ζήτημα τό νά τρώγουν τό ἀπαιτούμενο μεσημβρινό φαγητό ὅλοι οἱ μαθηταί, συμμετέχει εἰς τό ἐθνικό πρόγραμμα σχολείων, National School Lunch Program. Διά τούς μαθητάς, οἱ ὁποῖοι δέν δύνανται νά πληρώσουν τήν τιμήν αὐτοῦ τοῦ φαγητοῦ κάθε μεσημέρι, ὑπάρχει ταμεῖον διά νά τό λαμβάνουν δωρεάν.

Παιδιά οἰκογενειῶν τῶν ὁποίων τά ἔσοδα κάθε ἔτος δέν ὑπερβαίνουν τά κάτωθι ποσά, δικαιοῦνται φαγητό κάθε μεσημέρι δωρεάν.

Ἐάν ὁ ἀριθμός τῶν ἀτόμων τῆς οἰκογενείας σας εἶναι:	Καί τά ἔσοδα εἶναι εἰς τίς κάτωθι κατηγορίε ἢ ὀλιγώτερα δικαιοῦσθε δωρεάν τό μεσημ φαγητό διά τά παιδιά σας.
1	$ 2,565
2	3,370
3	4,180
4	4,975
5	5,710
6	6,450
7	7,115
8	7,785
9	8,390
10	8,990
11	9,585
12	10,180

Κάθε ἄτομον $600 ἐπιπλέον.

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

FOREIGN LANGUAGE
WILLIAM JASSEY

Ἐάν τό εἰσόδημά σας ὑπερβαίνει τά ἄνωθι ποσά, ἀλλά ἔχετε ὑπερβολικά ἰατρικά χρέη, ἤ ἐάν τό ἐνοίκιόν σας εἶναι ἄνω τῶν 30 τοῖς ἑκατό τοῦ εἰσοδήματός σας, ἤ ἐάν ἔχετε ἔξοδα διά τήν μόρφωσιν τέκνων ἀσθενῶν λόγῳ πνευματικῆς ἤ φυσιολογικῆς παθήσεως, ἤ ἐάν ἔχετε οἰκονομικές δυσκολίες λόγῳ ζημείας ἤ καταστροφῆς, ὑπάρχει πιθανότης νά τό δικαιοῦνται τά παιδιά σας.

Διά νά κάνετε αἴτησιν διά δωρεάν φαγητό μέ τά παιδιά σας, ὅποτε δήποτε κατά τήν διάρκειαν τοῦ ἔτους, συμπληρώσατε τήν ἐσώκλειστον φόρμα (αἴτησιν) καί ἐπιστρέψατέ την εἰς τό σχολεῖο. Θά λάβετε εἰδοποίησιν ἐντός 10 ἡμερῶν, ἡ ὁποία θά σᾶς πληροφορήσῃ ἐάν τό δικαιοῦνται τά παιδιά σας ἤ ὄχι. Ἐάν δέν συμφωνεῖτε μέ τήν ἀπόφασιν, ἔχετε δικαίωμα ἀκροάσεως. Δύνασθε νά ἐπικοινωνήσετε τηλεφωνικῶς ἤ γραπτῶς μέ τόν Κον Charles Wagner ἤ μέ τόν Δόκτορα Edward McEnroe εἰς τήν διεύθυνσιν, 105 Main St., Norwalk, Conn., Τηλέφωνον 847-0481.

Εἰς ὡρισμένες περιπτώσεις θετά τέκνα δικαιοῦνται αὐτό τό ὄφελος. Ἐάν ἔχετε θετά παιδιά εἰς τό σπίτι σας καί ἐπιθυμεῖτε νά κάνετε αἴτησιν διά τήν δωρεάν τροφήν, παρακαλῶ νά μᾶς εἰδοποιήσετε ἤ νά μᾶς τό ὑποδείξετε εἰς τήν ἐσώκλειστον αἴτησιν.

Ὅλα τά παιδιά λαμβάνουν τήν ἰδίαν τροφήν ἀσχέτως ἐάν τήν πληρώνουν ἤ ἐάν τήν λαμβάνουν δωρεάν. Εἰς τήν διαχείρησιν προγραμμάτων τροφῆς παίδων δέν θά γίνῃ διάκρισις καμμία λόγῳ γένους, χρώματος (φυλῆς), ἤ ἐθνικότητος. Ἐάν ἀλλάξῃ τό εἰσόδημά σας κατά τήν διάρκειαν τοῦ σχολικοῦ ἔτους, παρακαλῶ νά ἐπικοινωνήσετε μέ μᾶς.

Εἰλικρινῶς,

497

Richard C. Briggs
Γενικός Ἐπόπτης Σχολείων

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

FOREIGN LANGUAGE
WILLIAM JASSEY

Αἴτησις Δωρεὰν Τροφῆς γιὰ τὸ Μεσημέρι

Γονεῖς: Διὰ νὰ κάνετε αἴτησιν διὰ δωρεὰν μεσημβρινὴ τροφὴ (lunch) τῶν παιδιῶν σας, συμπληρώσατε αὐτὴν τὴν φόρμα (ἢ αἴτησιν) καὶ ἐπιστρέψατέ την εἰς τὸ σχολικόν γραφεῖον.

Ἡμερομηνία ______________

Ὄνομα	Σχολεῖον	Τάξις

Τηλέφωνον ______________

Ὄνομα καὶ διεύθυνσις γονέων ἢ κηδεμόνος: ______________________________

____

Ἄτομα οἰκογενείας τὰ ὁποῖα μένουν στὸ σπίτι ______________

Ὁλικὸν οἰκογενειακὸν εἰσόδημα πρὶν ἀφαιρεθοῦν ὁτιδήποτε ποσά· συμπεριλαμβάνονται: ἐπιχορηγίαι welfare, μισθ ὅλων τῶν μελῶν τῆς οἰκογενείας, συντάξεις, κοινωνικὲς ἀσφάλειες (social security) καὶ ὅλα ἄλλα εἰσοδήματα.

Ἑβδομαδιαίως: ______ Ἡμι-μηνιαίως: ______ Μηνιαίως: ______ Ἐτησίως: ______

(Συμπληρώσατε μίαν κατηγορίαν.)

Ἐὰν τὸ ὁλικὸν οἰκογενειακόν σας εἰσόδημα ὑπερβαίνει τὸ ποσόν, τὸ ὁποῖον δεικνύει ἡ ἐπιστολὴ τοῦ σχολε
καὶ ἐπιθυμεῖτε νὰ κάνετε αἴτησιν ὑπὸ τὶς ἄλλες συνθήκες ποὺ ἀναφέρονται προηγουμένως, παρακα
λεῖσθε νὰ συμπληρώσετε αὐτὴν τὴν φόρμα· ἐπίσης νὰ ἐξηγήσετε τοὺς λόγους τῆς δυσκολίας σας: ______

____

____

____

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
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847-0481

FOREIGN LANGUAGE
WILLIAM JASSEY

Συνέχεια αἰτήσεως

Σέ ὡρισμένες περιπτώσεις, θετά τέκνα δικαιοῦνται δωρεάν τροφή ἀσχέτως τοῦ οἰκογενειακοῦ εἰσοδήματος. Ἐάν ἔχετε θετά παιδιά τά ὁποῖα ζοῦν μεθ' σᾶς ([illegible] με σᾶς) καί ἐπιθυμεῖτε νά κάνετε αἴτησιν διά νά τοῖς παραχωρηθῇ δωρεάν τροφή, παρακαλεῖσθε νά τό σημειώσετε ἐδῶ: ____.

Πιστοποιῶ ὅτι ὅλες οἱ ἄνωθι πληροφορίες εἶναι σωστές καί πραγματικές κατά τήν δικήν μου ἀντίληψιν.

____

Ὑπογραφή ἐνηλίκου μέλους τῆς οἰκογενείας

NATHAN HALE MIDDLE SCHOOL
Norwalk, Connecticut

PARENT BROCHURE

Francis X. Murphy
Principal

Dear Parents:

The following material has been prepared for your general information. The description of courses and the notices that schools usually send tp parents, are written in your native language, so that you are able to understand fully our program and services.

Sincerely yours,

The School Staff

Queridos Padres de Familia:

El siguiente material ha sido preparado su informacion general, La descripcion de cursos y los avisos, que las escuelas envian usulamente a los padres de familia, han sido escritos en su idioma natal, de esta manera usted puede comprender de ileno nuestro programa y sercicios.

Sinceramente,

El Personal Escolar

Cari Genitori,

Il seguente materiale e stato preparato per informazioni generali per voi. Le descrizioni delle materie e gli annunci che le scuole mandano d'abitudine ai genitori sono scritti nella vostra lingua nativa cosi voi potrete capire bene i nostri programmi e servizii.

Distinti saluti,
La scuola

Ἀγαπητοί Γονεῖς,

Οἱ κάτωθι πληροφορίες ἔχουν συγκεντρωθῆ διά νά σᾶς διευκολύνουμε. Περιγράφουμε τά διάφορα μαθήματα καί τίς εἰδήσεις τοῦ σχολείου, πού στέλλονται συνήθως εἰς τούς γονεῖς, στήν δικήν σας γλῶσσα διά νά καταλάβετε καλύτερα τό πρόγραμμά μας καί τίς ὑπηρεσίες πού σᾶς προσφέρουμε.

Μετ' ἐκτιμήσεως,

Τό Προσωπικόν τοῦ Σχολείου

BRIEF DESCRIPTION
OF
SUBJECT OFFERINGS AND SERVICES
IN THE
NORWALK MIDDLE SCHOOL

NATHAN HALE MIDDLE SCHOOL

PHILOSOPHY

Nathan Hale Middle School dedicates itself to provide planned and varied educational experiences which will enable all students to recognize their own needs and to meet, according to individual abilities, their opportunities and obligations as mature citizens capable of accepting themselves, accepting others, and accepting the responsibility for their own decisions. Since we realize that the world is ever changing, we believe that it is our responsibility to prepare our students to meet the heavy demands that will be made upon them as the world grows smaller and the body of knowledge necessary for their own and our country's survival, increases.

In an earlier society, values stemmed largely from the home environment, and we are hopeful that they still do today. However, facing realistically a world of shifting values and emerging diverse cultures, the school has greater awareness and perception than ever before of its role in preparing students to adequately meet adulthood.

FOREWORD

The enclosed pages contain a brief overview of the courses, services and special programs offered at the Nathan Hale Middle School.

It will be the aim of our staff to have a program involving close communications with the parents of our students - for only in such a program can the effectiveness of all our total efforts be achieved. It is essential that the student realizes a common bond between home and school. The staff at Nathan Hale is eager to work with all of the parents toward this goal.

Sincerely,

Francis X. Murphy
Principal

We believe that the school is the center for a whole series of learnings designed to bring about in the student the optimum aesthetics, standards, judgements, and values, without which the magnitude of great thoughts and ideas of the past and present cannot become part of the student's heritage.

Furthermore, we believe that the inner process of the student's development will manifest itself externally in his vocations, avocations, associations, ethics, and aesthetics, and in his contributions to the home, the community, the nations, and the world. The enlightened, humane, and scientific minds of our future citizens will strongly influence the destiny of the individual and society.

We believe that education is a continuing process and that the secondary school is charged with the responsibility of meeting certain educational needs of its students. They need to learn to live with other human beings in their natural and scientific environment. Students need to learn to think logically and to express themselves clearly. They need to master basic tools and skills. They need to learn to live aesthetically and to use their leisure time well.

We believe also, that the secondary school should try to develop within the student, a desire for further intellectual growth. In addition, the school should provide opportunities for students to experience satisfactions and a sense of accomplishment. Finally, the school should help its students make a worthwhile contribution to society. Among the practices and procedures used to accomplish these objectives are:

1. Guidance services, which through counseling and self study, help the student select a program of studies appropriate to his interests and abilities.

2. The establishing of a flexible curriculum to meet the needs and abilities of a heterogeneous group of students.

3. The provision of varying levels of difficulty in basic subject fields so that the student may be challenged according to his ability.

4. A sports, health, and extra-curricular program to aid the student in personal and social adjustment and to guide him in the wise use of leisure time.

5. A planned program of physical fitness.

6. The establishment of rules and regulations to develop self-discipline and decision-making ability within the student.

7. The selection of a well-trained, well-informed faculty aware of student's needs and problems, and their relationship to the needs of society.

LANGUAGE ARTS

The Language Arts program for the middle school has two major goals. The first is to provide the boys and girls with the fundamental skills of communicating effectively. Spelling, punctuation, and grammar are taught with the purpose of improving written composition. The second goal is to expand the students' interests in reading through an interdisciplinary approach to literature. Students reap materials related to the subject content in other areas such as social studies or science. If we achieve these goals, by the end of the eighth grade, students should be able to express their thoughts clearly at their level of ability.

SOCIAL STUDIES

The Social Studies are essentially concerned with the lives of human beings. In each subject the theme is man's relationship to his fellow human beings and relationship with his surroundings. Geography is a study that focuses on selected world areas. History is a study that views the fundamental ideas and events of man from a broad framework.

The different times, places and circumstances that have influenced man's life are studied with the hope that students will come to better understand themselves and others.

The following describes each grade's work:

6th GRADE

This grade has as its basic aim the giving of middle school students an understanding of Western Man's development from ancient river civilization to modern nation states.

A multitext approach will be used with the stress on teaching concepts (ideas). This will involve detailed studies of economy, government, society and philosophy.

Students will have ample opportunity to work at their own level of achievement. They will work in groups and on an individual basis while working on projects or reports.

7th GRADE

Students of this grade will be learning about world geography and world culture. The various countries, their climate, population and contemporary problems will be studied.

As with other grades within the Social Studies discipline a multitext approach will be used. Materials will have a broad appeal for all students.

8th GRADE

After a review of colonial life, a deeper study of U.S. history from the founding fathers to the Civil War is made.

A considerable period of time is devoted to the structure of the Federal and States government. Materials that stress a major theme in American History such as Slavery, Nationalism, will be accented rather than teaching straight chronological history.

MATHEMATICS

The basic philosophy of the sixth, seventh and eighth grade mathematics programs is to develop students' understanding of mathematics and to help them acquire mathematical skills. The skills and thought processes that are important in the everyday world as well as in the world of mathematics are carefully developed.

The mathematics curriculum offers the following features:

1. Continued maintenance, review, and extension of all computational skills.
2. Addition, subtraction, multiplication, and division of fractional numbers retaught and amplified for mastery.
3. Informal geometric concepts are reviewed and enlarged to include the various aspects of the measurement of angles, areas, volumes, lengths, and perimeters.

4. Addition, subtraction, multiplication, and division of decimals are carefully and extensively developed.

5. Graphing data and work with both the number line and number plane are taught.

6. A systematic method of problem solving includes fractional numbers, decimals, and percents.

7. Ratio, proportion, probability and integers are all introduced.

The program is individualized by permitting students to perform in the program at the level best suited to their needs and achievements.

SCIENCE

6th GRADE

An inquiry program whereby students are required to seek cut answers in areas such as Astronomy, Simple Machines, Embryology, etc. THERE IS NO TEXTBOOK!!!!

7th and 8th GRADE

The 7th and 8th grade programs are laboratory oriented with a sequential curriculum from grades 7 - 9. Students are required to work as scientists do. The students must measure and observe, analyze, seek causes, test analytically, and discover patterns of his environment. The textbook used is Patterns and Processes, Book I and II, by Brock, Paulsen and Weisbrock.

FOREIGN LANGUAGE

The languages taught are French and Spanish. Level I comprises the three years of instruction.

Foreign language students acquire the fundamentals of reading, writing, listening, and speaking. Listening and speaking skills are introduced immediately, thus helping to reduce errors in pronunciation when the student sees the printed word for the first time. Students learn the foreign language sound system, short dialogues (for rhythm, fluency, and vocabulary), listen to taped native speakers, and practice with records. Reading begins with the recombination of familiar materials in the form of short dialogues and progresses to narratives which introduce new vocabulary. All oral work is reinforced with written practice.

Students are given cultural experiences through the medium of selected field trips.

COEDUCATIONAL UNIFIED ARTS

Home Economics and Industrial Arts

Introduction

Coeducation for Industrial Arts and Home Economics will be based on the premise that students of this age level require exposure to a different variety of materials than are usually found in these courses. The students will be introduced to a program with a dual approach: exploration into the world of work and learning skills in contemporary living. From these the student can put home skills learned to immediate use and can later select the direction that best fits his needs for a career when electing courses at the high school level.

Boys and girls in the course will come from varying environments both from within and outside the school experience. Each student may be at a different stage of development with a great variety of ability within each class. Girls can help teach boys about foods and clothing lab equipment while the boys can guide the girls in the Industrial Arts Shops. The teacher can organize the lesson to fit the

different backgrounds and needs of the students taking advantage of those whose skills are at higher levels in specialized areas.

Program Objectives

1. To provide coeducational learning activities in Industrial Arts and Home Economics for middle school students.
2. To form a partnership in learning for boys and girls in the Industrial Arts and Home Economics fields.
3. To provide numerous opportunities for boys and girls to share knowledge and skills in common consumer competencies in the related arts fields.
4. To open new avenues of learning in practical arts in which boys and girls share a mutual concern.
5. To investigate and explore methods of implementing unified arts courses that would function in co-ed groups.

INDUSTRIAL ARTS

The Industrial Arts course is an introduction to the industrial world. Its purpose is to acquaint students with many industries. Students will learn what jobs are available in these industries. They will work with many materials and learn how to use tools and equipment safely. With these tools and materials they will learn how to design and build a variety of projects.

As they explore the industrial areas, students may also find an interesting hobby. They may decide to continue their studies in one or more of these areas. They may also develop an interest in one of the many jobs that industry offers. Millions of people daily produce industrial products from materials similar to those with which the student will be working.

In the study of Industrial Arts the student will:

1. Develop an interest in industry.

2. Develop hand-tool and machine-tool skills.

3. Develop safe working habits.

4. Develop an appreciation of good design, quality workmanship and the knowledge of how to select industrial products wisely.

5. Develop orderly procedures.

The industrial arts areas taught at the middle schools are: Woodworking, metalcrafts and graphic arts. In Graphic Arts trade drawing and printing are emphasized.

COEDUCATIONAL UNIFIED ARTS (continued)

HOME ECONOMICS

The middle school Home Economics program is designed to:

1. Assist the students in learning the skills necessary to live in our fast-changing society.
2. Assist the students in learning how to live and grow among our families and neighbors.
3. Assist the students in learning to choose real values and how to grow towards maturity and civic responsibility.

The Home Economics program at the middle schools will cover two areas: Foods and nutrition in one room where the students will learn to plan and prepare parts of, or, entire meals. Sewing and clothing construction in the second room where the students will learn how to sew by hand and by machine, and will construct a sewing project.

Related Arts Night in May gives the students an opportunity to show parents and neighbors the projects completed during the year.

FINE ART

Art in the middle school is founded upon the premise that the pupils of this age level require exposure to a great variety of materials in order to later make an intelligent selection of high school elective art courses. The students will also learn to use the principles of art creatively without overemphasizing the approach.

The sixth and seventh graders will be exposed to a great variety of short-term activities, for example: oil paints, acrylics, wood, etc.

The eighth grade students will be ready for the long-term projects, the studio classes, wherein several media are in use simultaneously.

VOCAL MUSIC

The Vocal Music Department contains general music and chorus.

The general music area covers several activities. The two activities, singing and listening, are the most important parts of the music program. Popular and serious music are chosen for singing and listening; students help in the selection of music. General music classes listen to music from different areas and, therefore, learn about the history of music from early to later times. Through the playing of melody, rhythm, and keyboard instruments, the students create their own accompaniments to music. Fundamentals of music are also covered. Hopefully, when the students leave the general music program, they have skill in reading music and interpreting musical symbols.

All grades are involved in the choral program. There are two main concerts a year, one at Christmas and one in the Spring. The choruses perform at different elementary schools sometime during the year.

A field trip is planned one time during the year. (Students have an opportunity to attend an opera or a musical.)

HEALTH PROGRAM

The Health curriculum at the middle schools involves a complete study of the individual in terms of his five dimensions -- physical, emotional, spiritual, social, and intellectual. Each area is studied in detail and then applied to aspects of daily living, behavior, various problems, people, and the like.

Through this approach it is hoped that each student will, in some way, gain a better understanding of his person.

PHYSICAL EDUCATION PROGRAM

The middle school Physical Education Program is a three-fold program. Part one consists of the physical education class, in which instruction is offered in a combination of team sports and individual activities and self-testing activities.

Part two of the program is the intramural program where competition is offered to students after the school day with students of the same grade and ability level. Activities offered in the instruction program are offered in the intramural program.

The third area is the inter-school program, that affords the opportunity to compete with outstanding students from other schools in the area in a number of different activities and sports play days.

It is the hope of the physical education staff that this type of program will meet the needs of all the students and give them a well rounded physical education experience.

THE LEARNING CENTER

The Learning Center comes under the category of Tutorial Assistance. It's purpose is to service the student with a learning problem as evidenced by a behavioral deviation or an academic failure. Due to its remedial nature, the Learning Center has been commonly misinterpreted as the remedial reading or "extra-help" class. One of the greatest assets of the Learning Center is that it is highly individualized with a class consisting of 1, 2, or 3 students. The purpose of the center is to build basic academic and perceptual skills and the method of teaching is one that works best for a specific child.

Much remedial and low level high interest material is used in order to attract the otherwise turned-off child in the area of communication arts. The objective is to at best minimize the child's disability or at least to help him overcome disability and function successfully in the other classrooms.

THE LEARNING CENTER (Continued)

The Learning Center also serves a purpose for pupils with special projects assigned in regular subject classes. The center affords them a place where they may consult with a teacher in the subject area involved and work on their project.

SPECIAL INSTRUCTIONAL SERVICES

English-As-A-Second-Language

This is a program in which we have the services of a teacher on a part-time basis to help those students of Spanish, Greek, Italian or other ethnic groups to learn English as quickly as possible.

Speech Therapy

We have the services of a speech therapist for six-week periods, three days a week, to help students who have minor speech problems.

Visually Handicapped Students

We have the services of a teacher for legally blind students in cur building to assist them with subject materials both in braille and in regular print. The teacher comes to the school two or three times a week.

LIBRARY

The library is a large, bright sunny room, containing approximately thousands of volumes, thirty-five (35) magazines and extensive clipping and pamphlet file. All materials are fully catalogued so that they are readily available when needed.

The objective of the library program is threefold.

1. Provide books and other materials (pamphlets, magazines, audio-visual items) to supplement the school's educational program.

2. Help the pupils develop an interest in reading, and stimulate interests in many subjects (displays, bulletin boards, book-lists).

3. Teach pupils not only how to use their school library, but how to use all libraries -- a skill they will need in high school, college and later-life. This is accomplished through a carefully planned schedule of instruction for each grade, so that by the time these boys and girls reach high school they are on familiar terms with the Dewey Decimal Classification System, they know the function and purposes of the card catalog and all the mysteries of the Reference books, pamphlet file and the magazines and their indexes.

HEALTH SERVICES

The School Nurse

The object of our school health program is to assist each child to attain his greatest degree of physical, social, mental and emotional health.

In addition to the daily first aid and emergencies, the nurse is responsible that the state law for physical examinations be carried through, that necessary immunizations are offered, and vision and hearing screening is done.

She is in frequent contact with physicians and parents, particularly with regard to those children who have special needs because of their physical condition.

SOCIAL WORK DEPARTMENT

The school Social Worker is a member of an inter-professional school team which seeks to understand and help children who are having difficulty using the resources of the school effectively. This involves working with parents, teachers,guidance counselors, the Planning and Placement Team, and outside community agencies in order to understand the child, his problem, the family, and others in the child's environment who may have an impact on the child and his functioning.

BAND PROGRAM

The Band Program tries to touch upon current band literature, as well as expose students to some of the more traditional composers.

Students start lessons on band instruments in the 6th or 7th grade with the intention of becoming a member of the band the following year. Each pupil has one lesson a week. This lesson is taken with other students playing the same instrument. In January the beginning student has an opportunity to play in the Preparatory Band. If the student progresses quickly, he will be asked to join the Concert Band.

The Concert Band performs numerous concerts: a half-time show with the McMahon H.S. Band at a football game, a Christmas concert, a Concert Band Festival with the Roton, Franklin and McMahon Bands, a Spring Concert, concerts at the elementary schools that feed into the various middle schools, marching on Memorial Day and playing at Graduation.

BAND PROGRAM (Continued)

Besides the more traditional large concert band, we offer smaller musical ensembles. The jazz ensemble trains students in the jazz idiom and has become a popular group. It performs at all concerts as well as at the Ponus Jazz Band Festival. There is also a rock band that will play at some concerts this year. Both these groups rehearse after school.

The basic idea of the band program is to help our students become more well rounded individuals. Music enables students to show creativity and talent that many of us don't realize our children possess. It teaches students how to work with others towards a common goal, as well as having the pleasure and enjoyment of making music with others.

ORCHESTRA - STRINGS

Our orchestra is a learning and performing group. The music that we prepare and perform runs the gamut from classical (J.S. Bach) to popular (Aura Lee & California Dreamin'). In our weekly rehearsals, we emphasize growing musicianship, listening more acutely to ourselves and to the group, improving on tone and technique, and balancing our individual part with the entire ensemble.

We have given a winter program -- once for parents in the evening and once for the students. In the Spring we also have a special program for parents and members of the community, at which time different groups of the orchestra perform.

Each year we hope to play at all the elementary "feeder" schools, and perhaps to have a Middle School Orchestra Festival at the end of the year.

ORCHESTRA - STRINGS (Continued)

String lessons are given on a rotating basis. It is hoped that "feeder" schools will supply a constant influx of string students with one and two years of experience, for, an orchestra should be built on a foundation of strings. Our continuing instruction at the middle school level emphasizes advancement of technique and the beginning of small chamber ensembles.

NATHAN HALE MIDDLE SCHOOL
Strawberry Hill Avenue
Norwalk, Connecticut
(203) 847-0481 Ext. 344

DESCRIPSION BREVE
DE
ASIGNATURAS OFRECIDAS y SERVICIOS

Francis X. Murphy
Director

Las paginas adjuntas continen una breve revision de los cursos, servisios y programas especiales ofrecidas por Nathan Hale Middle School.

El proposito del personal docente sera de un programa que evolucre una comunicacion cercana con los padres de familia de nuestros estudiantes; pues solamente un programasi puede ser efectivo. El esfuerzo total puede ser logrado.

Es esencial que el estudiante conzco el vinculo comun entre hogar y escuela.

El personal docente de la Nathan Hale esta ansioso detrabajar con todos los padres de familia hacia esta meta.

Sinceramente,

Francis X. Murphy
Director

ARTES LINGUISTICAS

El programa de arte lenguistica para la escuela mediantiene dos metas principales. La primera es para proveer a los jovenes con las destrezas fundamentales para comunicarse efectivamente.- Deletreado, puntuacion y gramatica son impartidos con el proposito de mejorar las composiciones escritas. La segunda meta es -- agrandar el interes de los estudiantes en la lectura por medio - de un acercamiento interdisciplinario a la literatura. Los estudiantes lèen asignaturas con relacion a otras areas, con estudios sociales y educacion cientifica. Si logramos estos propositos al final del octavo grado los estudiantes podran expresar sus pensamientos con claridad en su nivel de habilidad.-

ESTUDIOS SOCIALES

Los estudios sociales estan esencialmente interesados en la vida de los seres humanos. En cada asunto el tema es la relacion del hombre con sus semejantes y sus alrededores. La Geografia es un estudio que enfoca acreas seleccionadas del mundo. La historia es un tratado que enfoca las ideas y eventos fundamentales del -- hombre desde un campo mas amplio.-

Los diferentes tiempos lugares y circunstancias que han influenciado en la vida del hombre son estudiados con la esperanza de que los estudiantes lleguen a comprenderse mejor asi mismo y- a otros.-

Seguidamente describimos el trabajo de cada grado:

6 GRADO

Este grado tiene como objetivo basico dar a los estudiantes de la escuela media una comprension del adelanto de los hombres- del oeste desde la civilizacion del rio antiguo hasta las modernas naciones y estados.-

Una variedad de libros sera usado para abordar con realce - ensenando conceptos e ideas. Esto abarcara estudios detallados - de economia,gobierno, sociedad y filosofia.-

Los estidiantes tendran amplia oportunidad de trabajar en - sus propios niveles de conocimiento trabajaran en grupos y sobre bases indivuduales cunado este trabajando en proyectos y deportes.

7 GRADO

Los estudiantes de este grado estaran aprendiendo acerca de la geografia del mundo. Los diferentes paises, sus climas, poblacion y problemas contemporaneos.-

Como en otros grados dentro de la discplina de los estudios sociales sera usada una variedad de libros para el acercamiento- en la materia. Dichos materiales tendran amplio alcance para todos los alumnos .-

8 GRADO

Despues de un repaso de la vida colonial se hace un estudio - profundo de los Estados Unidos desde los padres fundadores hasta - la guerra civil.-

Un periodo de tiempo considerable es dedicado para la estructura de los estados federales y gubernamentales . Materiales que -

enfatizan un mayor tema en la historia americana tales como: Esclavitud, nacionalismo, seran acentuados antes de ensenar historia -- cronologica directamente

MATEMATICAS

La filosofia basica de los programas de matematicas del sexto septimo y octavo grado es para desarrollar en los estudiantes el - comprendimiento de las matematicas y ayudarlos a adquirir habilidad matematica.-La destreza y razonamiento que son importantes en el -- mundo de cada dia como tambien en el mundo de las matematicas son- cuidadosamente desarrollados-

El programa de matematica ofrece los siguientes temas:

1. Mantenimiento continuo, revision y extension de todas las - habilidades para computar.-

2. Suma, resta, multiplicacion y division de numeros fraccionarios son repasados y amplificados para dominacion.-

3. Conceptos de geometria informal son repasados y ampliados - para incluir los varios aspectos de medidas de angulos, areas, volumen, longitud y perimetro.-

4. Suma resta, multiplicacion y division de decimales son cuidadosamente ampliados y ensenados.-

5. Grafica de datos y trabajo con ambos numeros y lineas y planos son ensenados.-

6. Un metodo sistematico de la solucion de problemas incluye - numeros fraccionarios, decimales y porcentajes.-

7. Razon, proporcion, probabilidad e interes son introducidos-

El programa es individualizado para permitir a los estudiantes actuar en el nivel mas adecuado a sus necesidades y conocimientos.-

CIENCIA

6 GRADO

Un programa de informacion donde los estudiantes estan requeridos para buscar respuestas en areas tales como, astronomia maquinas simples, embriologia etc. NO HAY LIBRO!!!!!

7 y 8 GRADO

En elseptimo y octavo grado los programas son; laboratorio orientado en una forma secuente.-

Los estudiantes son requeridos para trabajare como lo hacen los cientificos.-

Los estudiantes deben medir observar y analizar, buscar causas, probar analiticamente y descubrir disenos de sus ambientes- el libro usado es DISENOS Y PROCESO libro I y II, por BROCK PAULSEN Y WEISBROCK.-

LENGUAJES EXTRANJEROS

Los lenguajes ensenados son: Frances y Espanol. El nivel I comprende los tres anos de instruccion.-

Los estudiantes de lengua extranjera adquieren los fundamentos de lectura,escritura, escuchar y hablar. Las habilidades, escuchado y hablado son introducidas inmediatamente, ayudando a reducir errores en la pronunciacion cuando el estudiante ve la palabra empresa por primera vez. Los estudiantes aprendene el sistema de sonido del lenguaje extranjero, dialogos cortos (para ritsmo fluides y vocavulario) la lectura empieza con la reconbinacion de materiales familiares en forma de dialogos cortos y relatos progresivos que introducen nuevo vocabulario. Todo trabajo oral es reforzado con la practica escrita.-

Los estudiantes reciben experiencias culturales por medio de viajes a campos seleccionados.-

ARTES COEDUCACIONALES UNIFICADAS

ECONOMIA DEL HOGAR Y ARTES INDUSTRIALES

Introduction: Coeducacion para Artes Industriales Y Economia del hogar estara basada en la premisa de que los estudiantes de este periodo requieren orientacion a una diferente variedad de materia que sera usualmente encontrada en esos cursos.

Los estudiantes seran introducidos a un programa con doble acceso: exploracion dentro del mundo de trabajo y aprendiendo habilidades hogarenas por uso inmediato y mas tarde pueden elegir la direccion que mejor favorezca sus necesidades para una carrera cuando seleccione cursos en le nivel de escuela Superior.

Los jovenes vendran en el curso variando de ambientes dentro y fu fuera de la experiencia escolar. Cada estudiante puede estar a un deferente punto de adelantamiento con una gran variedad de competencia dentro de cada clase.

Las ninas pueden ayudar a ensenar a los ninos acerca de comidas ropa y equipo de laboratorio mientras los ninos pueden guiar a las ninas en las tiendas de Artes Industriales.

El profesor puede organizar la leccion para adaptarla alas diferentes antecedentes y necesidades de los estudiantes tomando ventaja de esos cuyos destrezas estan a mas altos niveles en areas especializadas.

Objetivos del Programa:

1. Proveer actividades coeducacionales aprendiendo Artes Industriales y Economia del hogar para estudiantes de intermedia

2. Formar una sociedad para muchachos y muchachas aprendiendo en los campos de Artes Industriales y Economia del hogar.

3. Proveer numerosas oportunidades para muchachos y muchachas para compartir conocimiento y destreza en competencias de co consumo comun en los campos de las artes relacionadas.

4. Abrir nuevas caminos de aprendizaje en Artes practicas en las cuales muchachos y muchachas comparten un mutuo interes.

5. Investigar y explorar metodos de implementos unificado en cursos de arte que funcionaria en cogrupos.

El curso de artes industriales es una introducion al mundo industrial su proposito es familiarizar a los estudiantes con varias industrias. Los estudiantes aprenderan cuales trabajos estaran a disposicion en estas industrias,,ellos trabajaran con mc os materiales y aprendera a usar las herramientas y equipo con seguridad. Con esas herramientas y materiales ellos aprenderan a disenar y construir variedad de proyectos cuando ellos exploran las areas industriales pueden encontrar aficiones interesentes ellos pueden decidir continuar sus estudios en una o mas de esas areas ellos tambien pueden descubrir y desarrollar un interes en uno de los muchos trabajos que la industria les e ofrece. Millones de personas producen diariamente productos industriales de materiales similares a los con que los estudiantes estaran trabajando.

En el estudio de artes industriales los estudiantes;

1.Desarrollaran unninteres en industrias
2.Desarrollaran habilidades en herramientas manuales y maquinarias.
3.Desarrollaran habitos de trabajo seguro
4.Desarrollaran una apreciacion de buenos disenos, calidad artesana y conocimiento de como seleccionar productos industriales inteligentemente.
5.Desarrollaranprocedimientos ordenadamente

Las artes industriales ensenadas en la escuela son: Tallado en madera, tallados de metal y artes graficos.

En artes graficas el dibujo lineal y la escritura de molde son enfatizados.

MUSICA VOCAL

El departamento de musica vocal contiene musical general y coros.

El area de musica en general cubre varias actividades,las dos actividades, cantando y escuchando son las las partes mas importantes del programa de musica. La musica sella y popular son escogidas para cantar y escuchar a los estudiantes y les ayudan en la seleccion de la musica. En las clases de musica en general escuchan diferentes areas y por lo tanto aprenden acerca de la historia de la musica desde el comienzo hasta el tiempo presente.

Atravez de la interpretacion de una melodia, ritmo y teclas de los instrumentos los estudiantes crean sus propios acompanamientos de musica.

Tambien son cubiertos los fundamentos de musica, con la esperanza de que cuando los estudiantes dejen el programa general tengan habilidad en la lectura musical y en la interpretacion de los simbolos.

Todos los grados staran envueltos en el programa coral. Hay dos conciertos principales en el ano uno en navidad y el otro en la primavera Los coros actuaran algunas veces en diferentes escuelas elementales durante el ano. Un paseo de campo es planeado una vez durante el ano. Los estudiantes tienen la oportunidad de aprender a una opera.

PROGRAMA DE SALUD

El proposito del programa de salud de la escuela comprende un estudio completo del indivuduo en termino de sus cinco dimensiones fisico, emocional, espiritual, social e intelectual. Cada area se estudia detalladamente y enconces se aplica a los aspectos de la vida diaria, enfocando varios problemas, gente y gusto.

Atravez dee este acercamiento se espera que cada estudiante podra en alguna forma encontrar una mejor vista de si mismo y un mejor entendimiento de su persona.

PROGRAMA DE EDUCACION FISICA

El programa de educacion fisica de la escuela es un programa de tres partes. Primera parte consiste de la clase de educacion fisica, en el cual es ofrecida instrucion en una combinacion de equipo deportivos y actividades individuales y actividades de pruebas personales.-

Parte dos del programa interior donde se ofrecen competencias a los estudiantes despues del dia escolar con estudiantes del mismo grado y del mismo nivel de habilidades. Las actividades ofrecidas en el programa de instruccion son ofrecidas en el programa interno.-

La tercera area es el programa inter-escolar que proporciona la oportunidad de competir con estudiantes so resaliehtes de otras escuelas en el area y en un numero de diferentes actividades y dias de deportes y fuegos.-

El personal de educacion fisica espera que este tipo de programa llenara todo lo que requieren los estudiantes para darles una mejor experiencia en la educacion fisica.-

BELLAS ARTES

El arte en la escuela intermedia esta fundada en el local doonde los pubilos de ste nivel requieren orientacion para una gran variedad de materiales y asi mas tarde puedan hacer una - seleccion inteligente para un curso de arte selecto de la escuela superior.-

Los estudiantes tambien aprenden a usar los principios de arte con creatividad sin exagerar el acceso.-

Los estudiantes del 6 y 7 grados seran expuestos a una gran variedad de actividades de cortos terminos por ejemplo: pintura de aceite, acrilicos, madera etc.

Los estudiantes del 8 grado estaran preparados para proyectos de terminos largos, las clases de estudios en donde varios medios estaran en uso simultaneamente.-

EL CENTRO DE APRENDIZAJE

El centro de aprendizaje esta bajo la categoria de asistencia de clase particular. Su proposito es seguir al estudiante - con problemas de aprendizaje por un comportamiento desviado o por un problema academico. Es oportuno y natural remediar que el centro de aprendizaje tenga que ser comunmente mal interpretado asi- remedia leyendo o ayudando con clases de asistencia adicional Uno de los grandes caudales del centro de aprendizaje es que es altamente indivudalizado como una clase consistente de uno dos o tres estudiantes. El proposito del centro de aprendizaje es construir a academia basica, habilidad palpable y el metodo de ensenanza que - es uno que trabaja mejor para un determinado nino.

Gran remedio, nivel economico y alto interes material es usado en orden para atraer en otra forma al nino invertido lejos del area del arte de comunicacion. El objetivo es reducir los ninos desabilitados o al menos a ayudarles a supera la inhabilidad y funcion con- buen exito en los otros sabones de clase.-

El centro de aprendizaje esta tambien al servicio de alumnos - con propositos de proyectos especiales asignados en clases regulares sujetas. El centro proporciona a ellos un lugar donde podrian consultar con un maestro envuelto en el area sujeta y trabajo con el - proyecto de ellos.-

SERVICIO ESPECIAL INSTRUCIONAL

El ingles como segunda lengua. Este es un programa en el cual nos tros tenemos los servicios de un profesor basico para ayudar en unanparte de tiempo a aquellos estudiantes de Espanol, Griego, Italiano u otros grupos etnicos para aprender Ingles lo mas rapido posible.-

Nosotros tenemos los servicios de una Terapista de Lenguaje por el periodo de 6 semanas, tres dias, o la semana para ayudar a los estudiantes quienes tienen problemas menores con el habla.-

Estudiantes visualmente impedidos. Nosotros tenemos los servicios de un profesor para estudiantes legalmente ciegos en nuestra obra de asistir a ellos con materiales sujetos ambos en puntos de alto relieve en imprenta regular. El maestro llega a la escuela dos o tres veces por semana.-

BIBLIOTECA

La biblioteca es un cuartongrande claro y soleado que contiene aproxmadamente seis mil volumnes treinta y cinco revistas y una extensiva coleccion de recortes y folletos. Todos los materiales estan completamente listos para ser aprovechados cuando se necesiten.

El objetivo del programa de la biblioteca es triple,

1. Proveer libros y otros materiales (folletos, revistar articulos de cir y ve r) para suplemento del programa educacional de las escuelas.

2. Ayuda a los alumnos a desarrollar el interes en la lectura y a desarrollar estimulos en presentar much os (exposicion, tablas de boletin, lista de libros)

3. Ensena al alumno no solamente como se usa la biblioteca de la escuela sino como se usa todas las bibliotecas los habilita para que ellos neceisten en el bachillerato, en la Universidad y en la vida mas tarde. Esto es perfecto a travez de un cuidadoso plan catalogo de instruccion para cada grado , de manera que a su tiempo los joveres alcancen el colegio y tengan y tecnisismo familiar com el sistema decimal de Dewy, ellos saben el objetivo y proposito de los tantos catalogos y todos los misterios de los libros de referencia, recortes, folletos de revistas y sus indices.-

SERVICIOS DE SALUD

La Enfermera escolar

El objectivo de nuestro programa de salud escolar es ayudar a cada nino a obtenar su mayor grado de desarrollo mental, social y emocional.

Ademas de la primera ayuda diaria y emergencias la enfermera es responsable, segun lasleyes del Estado por los examenes fisicos llevados a traves de inmunizaciones necesarias que son ofrecidas. Tambien son protegidos la vision y el oido.

Ella esta frecuente contacto con doctores y padres; con particular atencion a esos ninos que tiene necesidades especia a causa de su condicion fisica.

La enfermera escolar esta asgnada a todos escuela media en un principio como medio tiempo. En su ausencia otra enfermera estara desponsble.

DEPARTAMENTO DE SERVICIO SOCIAL

La escuela de trabajadores sociales es un miembro de un equipo escolar interprofesional que busca comprender - y ayudar a los ninos que estan teniendo dificultad; usando efectivamente los recursos de la escuela. Esto compren de trabajo con los padres, los maestros, los consejeros; - planeacion y situacion del equipo dentro y fuera de los -- agentes comunes en orden a comprender al nino sus problemas, la familia y demas asuntos relacionados al nino que puedan - ejercer impacto en el nino y en su funcionamiento.

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PROGRAMA DE BANDA

El programa de banda trata de tocar un poco sobre el aspecto literario, asi pues los estudiantes exponen algo de los mas tradicionales compositores.-

Los estudiantes empiezan las lecciones con los instrumentos de la banda en el sexto o septimo grado con la intercion de llegar a ser un miembro de la banda en el ano siguiente. Cada estudiante tiene una leccion a la semana. Esta leccion es tomada con -- otros estudiantes que tocan el mismo instrumentos. En enero el- estudiante principiante tiene una oportunidad para tocar en la- Banda Preparatoria. Si el estudiante progresa rapidamente a el- se le pedira unirse a la Banda Concertante.-

La Banda Concertante presentan numerosos conciertos:
Show a medio tiempo con la banda de la escuela superior B.McMahon, Banda a un partido de futbol. Un corcierto de navidad, un festival de concierto de banda con las bandas de las escuelas Roton, Franklin, y la B. McMahon, un concierto de Primavera, un concierto de las escuelas elementales que provee Ponus, marcha en el Dia Conmemorador- y una presentacion en el acto de graduacion.-

Ademas de los grandes conciertos tradicionales nosotros ofrecemos - ensambles musicales menores: El ensamble jazz entrena a los estudiantes en el jazz superior y se ha convertido en un grupo popular. Este actua en todos los conciertos tanto como en el festival jazz-- de la escuela.

Hay tambien una banda principal que actuara en algunos conciertos - este ano. Ambos grupos ensayan despues de las horas de clase.-

La idea basica del programa de la banda es ayudar a nuestros estudiantes a convertirse en individuos mas integros intelectualmente.-

La musica permite a los estudiantes mostrar su creatividad y talento que muchos de nosotros no realizamos todo las cualidades que nuestros ninos poseen. Esto ensena a los estudiantes como trabajar con- otros, como alcanzar metas comunes, como disfrutar del placer de hacer musica con los demas.-

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MUSICA DE CUERDA

Nuestra orquesta es un grupo de aprendices y representantes la musica que nosotros preparamos y representamos corre la escala musical desde J.S. Bach hasta la popular(de Aura Lee y California Dreamin').En nuestros ensayos semanales nosotros enfatizamos - el progreso del grupo musical escuchandonos mas cuidadosamente a- nosotros mismos y al grupo, progresando en tono y en tecnica y balanceando nuestra parte individual con el ensamble completo.-

Nosotros hemos dado un programa de invierno: Uno para los padres en la tarde y uno para los estudiantes. En la Primavera nosotros tambien tenemos un programa especial para los padres y miembros - de la comunidad en esta oportunidad toman parte diferentes grupos de la orquesta.-

Nosotros esperamos actuar anualmente para todas las escuelas elementales y quiza tener un festival de la orquesta en la escuela - media al final del ano.-

Las lecciones de musica de cuerda son dadas en un principio en forma rotatoria. Asi esperamos que las escuelas complementaran con- el influjo de los estudiantes de instrumentos de cuerda que tienen uno o dos anos de experiencia asi la escuela podra constituir una- murga eficiente. Nuestra instruccion continua en la escuela media acentua el progreso de la tecnica y el principio de los pequenos - ensambles musicales.-

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BREVE DESCRIZIONE
DI
MATERIE E SERVIZI OFFERTI

Francis X. Murphy
Preside

PREFAZIONE

Le prossime pagine contengono un breve sunto delle materie, servizi e programmi speciali offerti a Nathan Hale Middle School.

I nostri insegnanti cercheranno di formulare un programma, nel quale vi necessiti maggior comunicazione con i genitori dei nostri studenti. Solo in un simile programma, tutti - nostri scopi troveranno successo. E' necessario che l'alunno riesca a formare un legame tra famiglia e scuola. Gli insegnanti di Nathan Hale sono desiderosi di cooperare con i genitori dei nostri studenti per poter ottenere successo in questo programma.

Sinceramente,

Francis X. Murphy
Preside

INGLESE

Il programma d'inglese nelle scuole medie ha due scopi principali. Il primo è quello di fornire lo studente con la capacità di comunicare efficaciemente. Ortografia, punteggiatura, grammatica sono insegnati per migliorare il componimento. Il secondo scopo e quello di allargare l'interesse dello studente nella lettura attraverso la litteratura. Gli studenti leggeranno libri che trattano di soggetti affini a quelli inseganti in storia e in scienza. Se otteniamo questi scopi, alla fine dell'ottavo grado lo studente dovrebbe essere capace di esprimersi chiaramente,

STORIA-GEOGRAFIA

Storia e geografia si interessano essenzialmente della vita dell'uomo. In ogni materia il tema è la relazione tra gli uomini e la relazione tra l'uomo e il suo ambiente. La geografia è lo studio di certe specifiche parti del mondo. La storia è lo studio di eventi e di concetti fondamentali dell'uomo.

I differenti tempi, posti e circostanze che hanno influenzato sulla vita dell'uomo sono studiati nella speranza che lo studente impari a capir meglio se stesso e gli altri.

La seguente è una descrizione dell'area di studio in ogni grado:

Sesto Grado

Lo scopo di questo anno di studi è di dare allo studente una miglior comprensione dello sviluppo della cultura occidentale dall'antica civiltà del fiume alle nazioni moderne.

Parecchi libri saranno usati, dando maggior enfasi a concetti. Questo metodo esige un dettagliato studio di economia, governo, società e filosofia.

Gli studenti avranno l'opportunità di studiare al proprio livello. Studieranno in gruppi o individualmente mentre preparando progetti o ricerche.

Settimo Grado

Gli studenti studieranno geografia e cultura mondiale. Le varie nazioni, il clima , la popolazione e i presenti problemi saranno discussi.

Come negli altri anni vari testi saranno usati. I soggetti avranno un gran interesse per tutti gli studenti.

Ottavo Grado

Dopo un breve ripasso della vita coloniale, vi sarà un più profondo studio della storia degli Stati Uniti, dai Founding Fathers alla guerra civile.

Un considerevole periodo di tempo sara dedicato all'insegnamento della struttura del governo federale e quello statale. Al posto di pre-

sentare eventi in ordine cronologico,ci limiteremo alla presentazione di certi soggetti con enfasi sui principali temi della storia statunitense, come schiavitù, nazionalismo. ,

MATEMATICA

Lo scopo fondamentale del programma di matematica nelle scuole medie è di sviluppare la comprensione dello studente di matematica e di aiutarlo nell'acqiustare di abilità matematiche. I processi di abilità e di pensiero che sono importanti nel mondo di tutti i giorni come pure nel mondo matematico, sono sviluppati attentamente.

Il programma di matematica offre le seguenti caratteristiche:

1. Continuo mantenimento, critica e estensione di tutte le abilità di calcolo.

2. Addizione, sottrazione, moltiplicazione e divisione di frazioni vengono insegnati di nuovo e amplificati per una migliore comprensione.

3. Concetti geometrici vengono ripassati e ingranditi per includere i vari aspetti della misura degli angoli, aree, volumi, lunghezze e perimetri.

4. Un intenso ed accurato sviluppo di addizione, sottrazione, moltiplicazione e divisione di numeri decimali.

5. Rappresentazioni grafiche e istruzioni sui concetti di retta e piano.

6. Un sistematico metodo per risolvere problemi include l'uso di frazioni, numeri decimali e percento.

7. Proporzioni, probabilità e numeri negativi saranno presentati.

Il programma permette allo studente di studiare al proprio livello secondo i suoi bisogni e successi.

SCIENZE

Sesto Grado

Questo programma è caratterizzato da ricerche, è necessario per lo studente raccogliere informazioni in vari campi di studi come astronomia, meccanica, embriologia, ecc. NON SI USA LIBRO DI TESTO

Settimo e Ottavo Grado

Il programma del settimo e ottavo grado è orientato verso il laboratorio, con una successione di istruzioni dal settimo al nono grado. Gli studenti devono agire come scienzati. Essi devono misurare, analizzare, trovare motivi, sperimentare analiticamente,e scoprire caratteristiche del ~~suo~~ loro ambiemte. Il libro usato si intitola "PATTERNS AND PROCESSES" Volume I & II, da Brock, Paulsen e Weisbrock.

LINGUE

Le lingue insegnate nelle scuole medie sono francese e spagnolo. Il primo livello comprende tre anni di studio.

Gli studenti di lingua acquistano i principi di lettura, scrittura, pronuncia e di ascoltazione. Principi di ascoltazione e di pronuncia sono presentati immediatamente per diminuire il numero di errori di pronuncia quando lo studente vede la parola scritta per la prima volta. Gli studenti imparano il sistema sonoro della lingua, corti dialoghi(per ritmo, fluidità, vocabolario), ascoltano nastri di parlatori nativi, e si esercitano con dischi. La lettura comincia con il ricomponimento di materiale già incontrato nei dialoghi e progressa a narrative che presentano nuovi vocaboli. Tutte le esercitazioni orali sono rinforzate con compiti scritti.

Gli studenti godono di esperienze culturali attraverso gite.

APPLICAZIONE TECNICA E INDUSTRIALI

Introduzione

Coeducazione nei campi di applicazione tecnica e industriali sarà basata sul concetto che gli studenti di questa età hanno bisogno di istruzione su una varietà di materie. Gli studenti avranno un programma con due motivi: l'esplorazione del mondo del lavoro e l'insegnamento di abilità necessarie nel mondo moderno. Così lo studente potrà usare tutte le sue capacità, e potrà scegliere meglio un programma che coprirà tutti i suoi desideri una volta in liceo.

I ragazzi e le ragazze nella classe, verranno da differenti ambienti scolastici e casalinghi. È possibile che ogni studente si trovi a un differente livello di sviluppo. Le ragazze possono aiutare i ragazzi nella preparazione di cibi e nell' uso corretto dei diversi utensili di cucina, mentre i ragazzi potranno aiutare le ragazze nelle classi industriali. L'insegnante potrà organizzare le lezioni secondo i bisogni degli studenti approfittando di quelli che sono piu capaci nelle varie aree.

Scopi del programma

1. Fornire attività di coeducazione in applicazione tecnica e industriali per gli studenti delle scuole medie.

2. Formare uno spirito di cooperazione tra ragazzi e ragazze in applicazione tecnica e industriali.

3. Fornire numerose opportunità per ragazzi e ragazze dove potranno condividere conoscenza e abilità.

4. L'aprire di nuovi modi d'insegnamento nelle quali ragazzi e ragazze condividono un interesse,

5. L'investigazione e esplorazione di metodi per effettuare nuovi programmi per classi miste.

INDUSTRIALI

Il programma di Industriali e' un'introduzione al mondo industriale. Il suo scopo e' di informare lo studente su varie industrie. Essi verranno a conoscere quali posti sono disponibili in queste industrie. Lavoreranno con parecchi materiali e impareranno il corretto uso di utensili e macchinari. Con questi utensili e macchinari impareranno a disegnare e costruire una varieta' di progetti.

Nell'esplorare i campi industriali, gli studenti potranno anche trovare un interessante passatempo. Potranno decidere di continuare i loro studi in una di queste aree. Potranno anche sviluppare un interesse in una delle tanti professioni offerte dalle industrie. Milioni di persone producono ogni giorno prodotti da materiali simili a quelli usati dai nostri studenti.

Nello studio di industriali lo studente:

1. Sviluppera' un interesse nell'industria.
2. Sviluppera' un'abilita' tra mano-utensile e macchinario-utensile.
3. Sviluppera' procedimenti ordinati.
4. Imparera' ad apprezzare un buon disegno, una mano d'opera di qualita' e a scegliere prodotti saggiamente.
5. Sviluppera' buoni abitudini nel lavoro.

Nelle classi di industriali di tutte le scuole medie si insegnano: lavoro in legno, lavoro in metallo, grafica. Nelle classi di grafica vi sara' enfasi su disegni commerciali e tipografia.

APPLICAZIONE TECNICA

Il programma di applicazione tecnica in tutte le scuole medie ha lo scopo di:

1. Assistere lo studente ad imparare abilita' necessarie nella nostra societa'.

2. Assistere lo studente al imparare a vivere e crescere nelle nostre famiglie e vicinati.

3. Assistere lo studente nello scegliere di veri valori e a crescere verso la maturita' e responsabilita' civiche.

Il programma di applicazione tecnica coprira' due aree: Cibi e nutrizione in una classe dove gli studenti impareranno a preparare pasti, mentre in un'altra classe impareranno a cucire abiti sia a mano che a macchina.

Art Night a maggio dara' agli studenti l'opportunita' di mostrare i loro progetti completati durante l'anno a genitori e vicini.

LE BELLE ARTI

Il programma di belle arti nelle scuole medie è fondato sulla premessa che lo studente di questa età ha bisogno di essere esposto ad una gran varietà di materie affinché essi possano fare un'intelligente selezione di corsi di arte una volta in liceo. Lo studente imparera a usare i principi di arte in modo creativo.

Gli studenti del sesto e settimo grado saranno esposti ad un numero di attività a breve scadenza come: pittura ad olio, legno ecc.

Gli studenti dell'ottavo grado saranno pronti per progetti a lunga scadenza, le classi di studio, dove sono usati parecchi mezzi simultaneamente.

MUSICA

Il programma di musica e diviso in due parti: concetti di musica e il coro.

La classe di concetti di musica copre parecchie attività. Le parti piu importanti di questo programma sono cantare e ascoltare. Gli studenti ascolteranno musica di diversi periodi, imparando così, la storia della musica. Suonando melodie e strumenti gli studenti creeranno un proprio accompagnamento a brani di musica. Gli studenti impareranno anche i principi fondamentali della musica. Alla fine del programma gli studenti dovrebbero essere capaci di leggere musica e di interpretare le note ed altri simboli musicali.

Tutte le classi partecipano nel coro. Ci sono due concerti principali ogni anno, uno a Natale l'altro in primavera. Il coro performerà in altre scuole durante l'anno.

Una gita è organizzata durante l'anno. (Gli studenti hanno l'opportunità di assistere alla presentazione di un'opera o ad una commedia musicale.)

PROGRAMMA DI SANITA'

Il programma di sanita' di tutte le scuole medie comprende uno studio completo dell'individuo e delle sue cinque dimensioni: quella fisica, emotiva, spirituale, sociale, e intellettuale. Ogni area viene studiata dettagliatamente e dopo applicata ad aspetti di vita giornaliera, comportamento, diversi problemi, gente, ecc.

E' sperato che attraverso questo metodo ogni studente potra', in qualche modo, ottenere una migliore comprensione di se stesso e della sua persona.

PROGRAMMA DI EDUCAZIONE FISICA

Il programma di educazione fisica e' diviso in tre parti. La prima parte consiste di classi di educazione fisica con speciali istruzioni su sport ed esercizi.

La seconda parte consiste di competizione tra studenti dello stesso grado e livello, dopo scuola.

La terza parte e' un programma organizzato dalle varie scuole, che offre agli studenti l'opportunita' di gareggiare e competere con studenti di altre scuole in un numero di differenti attivita'.

Gli insegnanti di educazione fisica sperano in questo modo di soddisfare tutti i bisogni degli studenti.

CENTRO D'ISTRUZIONE

Il centro d'istruzione viene sotto la categoria di assistenza. Il suo scopo e' di aiutare studenti che hanno difficolta' nell'imparare come evidente nel deviamento dal comportamento normale, bocciature. A causa della sua natura, questo centro e' stato identificato erroneamente con classi di riparazione. Uno dei vantaggi di questo programma e' la speciale attenzione data ad ogni studente, infatti le classi sono piccole con un numero massimo di tre studenti. Lo scopo di questo centro e' di sviluppare nello studente fondamentali abilita' accademiche e percettive con l'uso di un metodo speciale per ogni studente secondo i propi bisogni.

Materiali semplici e interessanti sono usati nelle classi per attrarre l'interesse dello studente all'arte della comunicazione. Lo scopo e', di almeno, diminuire l'incapacita' dello studente e di aiutarlo a funzionare con successo nelle altre classi.

Il centro aiuta anche studenti occupati con progetti speciali assegnati in classe. Qui' essi potranno consultare insegnanti circa il proprio progetto.

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ISTRUZIONE SPECIALE

Inglese Come Seconda Lingua

In questo programma i servizi di un'insegnante sono disponibili a studenti spagnoli, grechi, italiani o di altri gruppi etnici, che hanno bisogno di imparare inglese rapidamente.

Speech Therapy

Abbiamo disponibili i servizi di un terapeuta per sei ore ogni settimana, tre giorni la settimana, per aiutare studenti che hanno minori difficoltà nel parlare.

Studenti con Problemi Visivi

Abbiamo disponibili i servizi di un insegnante per studenti ciechi per aiutarli nei loro studi, tanto nel sistema braille come nella stampa regolare- L'insegnante viene a scuola 2 o 3 volte ogni settimana.

BIBLIOTECA

La biblioteca contiene approssimativamente seimila (6000) volumi, un vasto archivio di opuscoli e ritagli di giornali. Tutti i materiali sono catalogati e disponibili a tutti gli studenti.

La biblioteca ha tre propositi:

1. Fornisce libri ed altri materiali (opuscoli, riviste) per supplementare il programma educativo della scoula.

2. Aiuta lo studente a sviluppare un interesse nella lettura e a stimulare interesse in molti altri soggetti. (esposizioni, bollettini)

3. Insegna agli studenti non solo come usare la biblioteca della scuola, ma come usare tutte le biblioteche, un'abilità della quale avranno bisogno in liceo e in università. Questo è realizzato attraverso un prestabilito piano d'istruzione ad ogni grado di scuola, così che quando questi studenti frequenteranno il liceo, avranno una buona conoscenza del Dewey Decimal Classification System, sapranno la funzione e gli scopi dello schedario e tutti i misteri dei libri di consultazione, degli opuscoli delle riviste e dei loro rispettivi indici.

SERVIZI SANITARI

Infermiera

È lo scopo del nostro programma di sanità di assistere ogni studente nell'ottenere massima salute, sia fisica che sociale, mentale e emotiva.

Oltre alle emergenze e i primi soccorsi giornalieri, l'infermiera e responsabile per l'adempimento da parte degli studenti alla legge statale che esige una visita medica per ogni studente, l'offerta delle necessarie immunizzazioni, esami ottici e esami dell'udito.

Lei è frequentemente in contatto con medici e genitori, particolarmente a proposito di studenti che hanno bisogni speciali a causa delle loro condizioni fisiche.

L'infermiera viene a scuola ad intervalli, nella sua assenza sono disponibili i servizi di un altra infermiera.

DIPARTIMENTO DI SOCIAL WORK

Il Social Worker della scuola è membro di un gruppo di professionali che cerca di capire e aiutare studenti che hanno difficoltà nello usare efficaciemente i mezzi della scuola. Molte volte questo significa lavorare con genitori, maestri, consiglieri, Planning & Placement Team, agenzie fuori della comunità, per capire lo studente, il suo problema, la famiglia e altri, presenti nell'ambiente dello studente che possono influenzarlo nel suo comportamento.

L'ORCHESTRA

In questo programma lo studente suona non solo musica moderna, ma anche i famosi componimenti dei grandi compositori.

Gli studenti incominciano a imparare a suonare strumenti nel sesto e settimo grado diventando parte dell'orchestra nell'ottavo grado. Lo studente riceve una lezione ogni settimana insieme ad altri studenti che suonano lo stesso strumento. A gennaio lo studente ha l'opportunità di suonare con la Preparatory Band. Se lo studente impara rapidamente e perciò progressa egli potrà suonare con la Concert Band.

La Concert Band performerà numerosi concerti, specialmente durante il tempo di riposo nelle partite di football con l'orchestra di Brien McMahon, a Natale, a un festival di orchestre, insieme alle orchestre di Roton, Franklin e McMahon, in un concerto di primavera, in concerti nelle scuole elementari, durante la parata di Memorial Day e durante graduazione.

Inoltre all'orchetra tradizionale, abbiamo altri piccoli complessi. In un programma lo studente impara a suonare musica jazz. Il complesso di musica jazz è diventato molto popolare e da sempre performazioni a tutti i concerti, a Ponus e al festival. C'è anche un complesso di musica rock che si esibisce qualche volta all'anno. Questi complessi fanno prove dopo scuola.

Questo programma ha lo scopo di aiutare lo studente a diventare un buon individuo. Musica da allo studente l'opportunità di mostrare il proprio talento. Insegna agli studenti come lavorare insieme ad altri per ottenere lo stesso scopo, e nello stesso tempo essi si divertono suonando insieme.

ORCHESTRA - STRUMENTI A CORDE

La nostra orchestra è un gruppo che impara e si esibisce. La musica che suonano va da quella classica (J.S. Bach) a quella popolare (Aura Lee & California Dreamin'). Durante le prove che facciamo ogni settimana,ascoltiamo attentamente la nostra nusica, cosi possiamo migliorare il nostro tono e la nostra tecnica, e equilibriamo la nostra parte con quella dell' intera orchestra.

Nel passato, abbiamo dato un concerto durante l'inverno, uno per i genitori la sera e uno per gli studenti. Anche in primavera diamo un concerto per i genitori dei nostri studenti e per i residenti della comunità.

Speriamo di suonare ogni anno nelle scuole elementari e di avere un festival per le orchestre delle scuole medie alla fine dell'anno.

Diamo anche lezioni per strumenti a corde. Speriamo che le altre scuole continueranno a mandarci studenti che hanno avuto già uno o due anni d'istruzione, dato che la sezione di strumenti a corde è la più importante dell'orchestra. Nelle nostre istruzioni diamo maggior enfasi alla tecnica, preparando così gli studenti per i complessi di musica da camera.

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OOINOEOIAI TOY NATHAN HALE

Francis X. Murphy
Principal

ΚΕΝΤΡΟΝ ΜΑΘΗΣΕΩΣ.

κέντρον μαθήσεως κατάγεται εἰς τήν κατηγορίαν τῆς παιδαγωγικῆς βοηθείας. Ὁ Σκοπός του εἶναι νά βοηθήσῃ μαθητάς λόγω ἀποδείξεως πρός παρεκκλινουσ συμπεριφορᾶς ἤ ἀκαδημαϊκῆς ἀποτυχίας. Λόγω τῆς θεραπευτικῆς φύσεως, τό κέντρον μαθήσεως συνήθως κακῶς ἑρμηνεύεται ὡς κέντρον γιά κακούς μαθητάς. Ἕνα ἀπό τά καλλίτερα προσόντα εἶναι ὅτι οἱ καθηγηταί ἐργάζονται μόνον μέ 2-3 μαθητάς ταυτοχρόνως.

Ὁ σκοπος τοῦ κέντρον εἶναι νά μεγαλώσῃ τίς βασικές ἀκαδημίες καί ἀντιλήψεις ἑνός μαθητοῦ. Ἡ μέθοδος διδασκαλίας εἶναι τό καταλληλότερον γιά τόν μαθητή.

Γι τούς μαθητάς οἱ ὁποῖοι ἀντιδροῦν εἰς τά μαθήματα, ἔχουν εἰδικά μαθήματα τά ὁποῖα τούς προσελκύουν εἰς τόν ὀρθόν δρόμον. Τό κέντρον ἐπίσης προσφέρει βοήθειαν σέ μαθητάς μέ σπεσιαλ ίματα ἀπό τά κανονικά των μαθήματα.

ΑΓΓΛΙΚΑ.

῞Ενας σκοπός τῶν ἀγγλικῶν εἶναι νά διδάξῃ τούς μαθητάς νά συνεννοοῦνται εὔκολα.

Ἀρχίζομαι μέ διαγνωστικά διαγωνίσματα νά προσδιορίζουμε τήν ἀρχήν καθενός μαθητοῦ.

Τά μαθήματα μας συνήθως διδάσκουν σύνθεσις - γραμματική καί πῶς νά τά μεταχειρίζονται.

Βλέπομαι πῶς πολλά παιδιά χρειάζονται νά ἀναπτύσσουν καλούς τρόπους δουλειάς καί δι' αὐτόν τόν τρόπον τούς διδάσκομαι πῶς νά εἶναι καλῶς ὀργανωμένοι

῞Ολες οἱ τάξεις διαβάζουν 2 μυθιστορήματα. Μερικά ἀπό αὐτά εἶναι - Τόμ Σόγιερ - Τό Νησί τῶν θησαυρῶν - Τό ἀπίθανο ταξίδι - κ.ἄ.

Ἐπίσης ἄλλα θέματα τά ὁποῖα διδάσκονται εἶναι Δρᾶμα - Μικρές ἱστορίες - καί ποίησι.

ΚΟΙΝΟΝΙΚΑ ΜΑΘΗΜΑΤΑ

Τά κοινονικά μαθήματα κατ' οὐσίαν ἐνδιαφέρονται γιά τήν ζωήν τῶν ἀνθρώπων.

Τό θέμα γιά κάθε μάθημα εἶναι οἱ σχέσεις μεταξύ ἀνθρώπων καί μέ τό περιβάλλον των. Ἡ Γεωγραφία εἶναι μάθημα τό ὁποῖον διδάσκει διάφορες περιοχές τοῦ κόσμου.

Ἡ Ἱστορία εἶναι μάθημα τό ὁποῖο μᾶς διδάσκει τις βασικές ἰδέες καί ἀποτελέσματα τῶν ἀνθρώπων. Οἱ διάφορες ὧρες, μέροι καί περιστάσεις τά ὁποῖα ἐπηρέασαν τήν ἀνθρώπινη ζωή. Αὐτά διδάσκονται μέ σκοπόν νά διδάξουν τούς μαθητάς πῶς νά καταλάβουν τούς ἑαυτούς των καί τούς ἄλλους.

Ἡ ἕκτη τάξις, θά μελετήσῃ βασικά τόν πολιτισμό τοῦ κόσμου, ἀπό τούς ἀρχαίους χρόνους μέχρι τό ρών.

Ἡ ἑβδόμη τάξις διδάσκεται Γεωγραφία κόσμου, διάφορες χῶρες καί τόν πολιτισμόν τους, τό κλίμα, τόν πληθυσμό, τά προϊόντα καί τά πολιτικά τους.

Ἡ ὄγδοη τάξις διδάσκεται τήν Ἱστορίαν τῆς Ἀμερικῆς ἀπό τῆς ἐφευρέσεως μέχρι τήν περίοδο τῆς ἐπαναστάσεως.

Μαθηματικά.

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Ἡ ἕβδομη καί ὄγδοη τάξεις μαθίνουν πῶς νά χρησιμοποιοῦν τούς ἀριθμούς καί ὅλες τίς ἀριθμητικές πράξεις. Ἡ Γεωμετρία διδάσκεται μέ πολλά παραδείγματα γιά νά βοηθήσουν τούς μαθητάς νά ἐννοήσουν τά γεγονότα τῆς Γεωμετρίας.

Τούς διδάσκουν ἐπίσης ἀριθμούς καί μέτρα ἐπιφανείας, λύσεις σχεδίων καί σχημάτων.

Πιθανότης καί στατιστική διδάσκονται νά βοηθήσουν τούς μαθητάς νά ἀναφαίρουν γεγονότα, νά προλέγουν τά συμβάντα καί νά βγάζουν συμπεράσματα.

Ἐπίσης δίνονται προβλήματα πρός λύσιν, τά ὁποῖα ἁπλοῦνται ἀπό τήν φυσικήν ἐπιστήμην.

ΦΥΣΙΚΕΣ ΕΠΙΣΤΗΜΕΣ

7+8 τάξεις.

Τά βιβλία στά όποία διδάσκονται όνομάζονται «Πρότυπα καί Πράξεις» καί είναι 2 τεύχη. Οί συγγραφείς είναι ό Μπεάκ, Πόλσεν καί ό Γουάτς Μπεάκ.

Τό καινούργιο αύτό πρόγραμμα άρχισε στο 1969-70. Τό 1971 τό πρόγραμμα αύτό έγινε δεκτό γιά όλα τά σχολεία. Περισσότερη έμφασις δίδεται είς τά εργαστήρια.

6 τάξις Τό προφορικόν αύτό μάθημα διδάσκει Αστρονομία, Απλές μηχανές, Εμβρυολογία κ.τ.λ.

ΞΕΝΑΙ ΓΛΩΣΣΑΙ.

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Οἱ μαθηταί τῶν ξένων γλωσσῶν διδάσκονται τά βασικαί, διάβασμα, γραφή, ἀκωή, καί ὁμιλεία. ἀκωή καί ὁμιλεία ἀρχίζονται ἀμέσως. Οἱ μαθηταί διδάσκονται μικρούς διαλόγους γιά ρυθμό καί λεξιλόγιο.

Μερικές ἐκδρομές λαμβάνουν χώραν.

ΟΙΚΙΑΚΗ ΟΙΚΟΝΟΜΙΑ.

Τοῦ Ponus Ridge οἰκιακή οἰκονομία προσφέρει —

1) βοήθεια πρός τά κορίτσια γιά νά μάθουν τίς ἐπιδεξιότητες τῆς ζωῆς.

2) Βοήθεια πρός τά κορίτσια γιά νά μάθουν πῶς νά ζοῦν καί μεγαλώσουν μέ τίς οἰκογένειες καί γειτονί τους.

3) βοήθεια γιά τά κορίτσια γιά νά μάθουν τίς εὐθύνες τῆς ζωῆς,

Ὅλα αὐτά θά διδάσκονται σέ τρία δωμάτια. Φαγητά καί θρέψις σέ ἕνα δωμάτιο, ραφή καί ρουχισμό σέ ἄλλο, καί στό τρίτο δωμάτιο θά διδάσκονται πῶς νά γίνουν μικρές νοικοκυρές. Ἕνα ἴδικό πρόγραμμα πού λαμβάνει χώραν τόν Μάϊον δείχνει τούς γονεῖς καί γείτονες μερικά σχέδια τά ὁποῖα κατασκευάσαν αἱ μαθήτριες.

ΤΕΧΝΑΙ ΒΙΟΜΗΧΑΝΙΚΩΝ.

Τό μάθημα τοῦτο εἶναι ἀρχή γιά τόν "βιομηχανικόν μας κόσμο." Ὁ σκοπός του εἶναι νά βοηθήση τούς μαθητάς μέ πολλές βιομηχανίες. Θά μάθουν τί δουλειές ὑπάρχουν εἰς τήν σημερινή βιομηχανία. Θά ἐργασθοῦν μέ πολλά ἐργαλεῖα καί θά μάθουν νά τά μεταχειρίζονται χωρίς κίνδυνο. Ἐπίσης μέ τά ἴδια ἐργαλεῖα θά κατασκευάσουν μερικά σχέδια.

κατ' αὐτόν τόν τρόπο μπορεῖτε εἰς τό μέλλων σας νά βρεῖτε δουλειά εἰς αὐτόν τόν τομέα. Εἰς αὐτό τό μάθημα θά...

1) ἀναπτύσσεται ἐνδιαφέρον πρός τήν βιομηχανία.
2) Μάθεται νά μεταχειρίζεσθε ὅλα τά βιομηχανικά ἐργαλεῖα.
3) μάθεται πῶς νά ἀποφεύγεται κινδύνους.
4) Μάθεται πῶς νά σχεδιάζεται, πῶς νά βρεῖτε καλή δουλειά, καί πῶς νά ἀγοράζεται βιομηχανικά προϊόντα.
5) ἀναπτύσσεται συρά πορείας.

ΖΟΓΡΑΦΙΚΗ.

Ζωγραφική είς τό γυμνάσιο δίδεται οί διαφορετικοί τομαίες καί διαφορετικά μαθήματα διά νά μπορέσουν οί μαθηταί νά ακολουθήσουν ιδιαίτερα μαθήματα είς τάς ανωτέρας τάξεις. Οί μαθηταί έπίσης διδάσκονται νά ζωγραφίζουν άλλά όχι σέ μεγάλη έμφάνησι.

Ἡ έκτη καί έβδομη τάξεις διδάσκονται νά μεταχειρίζονται λαδομπογιές, άκριλικά, ξυλικά κ.τ.λ.

Ἡ όγδοη τάξις είναι έτοιμοι γιά μεγαλύτερα σχίδεια, καλλιτεχνικές αίθουσες, όπου μεταχειρίζονται άρκετά μέσα.

ΤΜΗΜΑ ΦΩΝΗΤΙΚΗΣ ΜΟΥΣΙΚΗΣ

Τό τμῆμα τῆς φωνητικῆς μουσικῆς περιέχει γενικά μουσική καί χορωδία.

Γενικά ἡ μουσική περιέχει ἀρκετές δραστηριότητ Οἱ ποιό σπουδαιότερες εἶναι τό τραγοῦδι καί ἡ ἀκοή. Λαϊκά καί σοβαρά τραγούδια μεταχειρίζονται. Στά μαθήματα τῆς μουσικῆς ἀκούαφται μουσική ἀπό πολές διαφορετικές ἐποχ Ὁ σκοπός τῶν μουσικῶν προγραμμάτων εἶναι νά βοηθήσουν τούς μαθητάς νά δύνανται νά διαβάζου σημεῖα τῆς μουσικῆς.

Ὅλες οἱ τάξεις λαμβάνουν μέρος εἰς τό πρόγραμμα τῆς χορωδίας. Ἔχουν δύο συναυλίες τόν χρόνο. ἕνα τά Χριστούγεννα καί ἕνα τήν ἄνοιξη. Ἡ χορωδία ἐκτελοῦν σέ ἄλλα δημοτικά σχολεῖα. Οἱ μαθηταί πηγαίνουν ἐκδρομή μία φορά τόν χρόνο. Οἱ μαθηταί ἔχουν εὐκαιρία νά ἀκολουθήσουν ἕνα μελόδραμα ἤ ἕνα μουσικό.

ΠΡΟΓΡΑΜΜΑ ΥΓΙΕΙΝΗΣ

Τά μαθήματα τῆς ὑγιεινῆς στό περιλαμβάνει μελέτησι τοῦ ἀνθρώπου ἀπό πέντε (5) διαστάσεις 1) φυσικῆς, 2) συναισθηματικά, 3) πνευματικά, 4) κοινωνικά 5) διανοητικά.

Κάθε κεφάλαιον μελετᾶτε καί κατόπιν τό εφαρμόζομαι μέ τήν σημερινή ζωή.

Ὁ σκοπός μας εἶναι νά βοηθήσωμε τούς μαθητάς νά καταλάβουν τούς εαυτούς τους καλύτερα.

ΠΡΟΓΡΑΜΜΑ ΓΥΜΝΑΣΤΙΚΗΣ

Τό πρόγραμμα τῆς γυμναστικῆς διαιρεῖται σέ τρία προγράμματα.

Στό πρῶτο πρόγραμμα διδάσκονται σπόρτς μέ ομάδες.

Στό δεύτερο πρόγραμμα συναγωνισμός διδάσκεται καί μαθηταί τῆς ἰδίας τάξεως συναγωνίζονται ἀναμεταξύ τους.

Στό τρίτο πρόγραμμα οἱ μαθηταί δύνανται νά συναγωνίζονται μέ μαθητάς ἀπό ἄλλα σχολεῖα σέ διαφορετικά σπόρτ.

Μέ αὐτό τό πρόγραμμα εὔχονται οἱ καθηγηταί τῆς γυμναστικῆς νά ἱκανοποιήσουν ὅλους τούς μαθητάς καί τούς προσφέρουν προγράμματα εἰς τά ὁποία μποροῦν νά λάβουν μέρος.

ΠΡΟΓΡΑΜΜΑ ΜΟΥΣΙΚΗΣ ΜΠΑΝΤΑΣ

Τό πρόγραμμα τῆς μουσικῆς μπάντας προσπαθεῖ νά προσφέρει μουσική στούς μαθητάς ἀπό πατροπαράδοτους συνθέτες.

Τά μαθήματα ἀρχίζονται εἰς τήν 6ην τάξιν μέ σκοπόν ὅπως οἱ μαθηταί συνεχίζουν νά εἶναι μέλη τῆς μπάντας στήν 7η καί 8η τάξι. Κάθε μαθητής ἔχει ἕνα μάθημα τήν ἑβδομάδα. Τό μάθημα διδάσκεται σέ ὅλους τούς μαθητάς πού παίζουν τό ἴδιο ὄργανο.

Ἕνα χρόνο ἡ μπάντα αὔξησε $450.00 πουλῶντας Χριστουγεννιάτικα κεριά. Μέ τά χρήματα ἀγοράσαμε στολές. Ὄχι μόνον πού ἐκτελῇ ἡ μπάντα τά Χριστούγεννα, ἀλλά ἐπίσης ἐκτελῇ σέ πολλά διαφορετικά δημοτικά σχολεῖα. Ἐπίσης λαμβάνουν χώραν εἰς τήν "παρέλασιν τῆς Μεμόριαλ Day" Ἐκτός τά 47 μέλη τῆς μπάντας ἔχομε ἐπίσης ἄλλα μικρά τμήματα.

Ἡ βασική ἰδέα τοῦ προγράμματος τῆς μπάντας εἶναι νά βοηθήσῃ τούς μαθητάς νά ἀποδείξουν τούς ἑαυτούς των. Δείχνει τούς μαθητάς πῶς νά ἐργάζονται μαζί γιά ἕνα σκοπόν, καί ἐπίσης νά ἔχουν εὐχαρίστησι καί χαρά κάμνωντας μουσική μέ ἄλλους.

ΟΡΧΗΣΤΡΑ - ΧΟΡΔΕΣ

Η ὀρχήστρα εἶναι ὁμάς ἡ ὁποία μαθαίνει
καὶ ἐκτελεῖ. Ἡ μουσική τήν ὁποία διδάσκομαι
ρχίζει ἀπό τίς ἀρχαῖες ἐποχές καί φθάνει
έχρι τίς σημερινές. Πρόβες λαμβάνουν χώραν
ια φορά τήν ἑβδομάδα μέ σκοπόν νά καλυτερεύ-
ομεν τήν ὀρχήστρα καί τούς μαθητευόμενους.
Δώσαμε χειμωνιάτικα προγράμματα - Μία φορά
γιά τούς γονεῖς καί μία φορά γιά τούς μαθητάς.
Τήν Ἄνοιξη ἔχομε ἰδιαίτερα προγράμματα γιά
ονεῖς καί μέλη τῆς κοινότητος. Αὐτήν τήν ἡμέραν
ιάφορα μέρη τῆς ὀρχήστρας ἐκτελοῦν.
άθε χρόνο ἐκτελοῦμαι σέ δημοτικά σχολεῖα, καί
υνήθως ἐκτελοῦμαι μάζι μέ ἄλλα Γυμνάσια.
Μαθήματα χορδῶν δίδονται. Ἐλπίζομαι ὅπως
τά δημοτικά σχολεῖα διδάζουν σέ μερικούς
μαθητάς διά νά μπορέσωμε νά καταστήσουμε
χωριστή "Ὀρχήστρα χορδῶν".

NATHAN HALE MIDDLE SCHOOL
Strawberry Hill Avenue
Norwalk, Connecticut

March 1974

Parents of Future Children of 6th Grade:

In September children entering the 6th grade will have the opportunity to select a foreign language if they have completed the program in the elementary school satisfactorily and have been recommended by their teacher to pursue the study of a foreign language.

In the case of your child who has knowledge of both languages, English and Spanish, a Spanish course for Spanish speaking people will begin. In this way your child will not be exposed to a third language that might possibly result in confusion and frustration in his scholastic life.

If you have any questions, please call Nathan Hale (telephone 847-0481, ext. 344, 8:30-3:00).

Please fill out this form and return it to school with your child by the 19th of March 1974.

Sincerely,

Francis X. Murphy
Principal

- -

Date ____________________

Elementary School ____________________

Student's Name ____________________

Teacher Signature ____________________

Recommendation of Teacher ____________________

Signature of Parent ____________________

NATHAN HALE MIDDLE SCHOOL
Strawberry Hill Avenue
Norwalk, Connecticut

March 1974

Apreciados padres de futuros niños de serto grado:

En Septiembre de 1974 los niños que entran al sexto grado tendran la oportunidad de seleccionar un lenguaje extranjero. Eso es si han completado el programa de la escuela elemental satisfactoriamente y han sido recomendados por su maestro para coger un lenguaje extranjero.

En el caso de su niño quiem tiene conocindesto de ambos idiomas (ingles y español) comensara el curso de Español para Hispanos. De esta manera no se expondra el nino a un tercer idioma lo cual podria resultar en confusion y frustracion en su vida escolar.

Si tiene alguna pregunta al respecto favor de llamar a la Escuela Nathan Hale, telephone 847-0481, ext. 344, 8:30 - 3:00.

Sinceramente,

Francis X. Murphy
Principal

- -

Fecha ____________________

Escuela Elemental ________________________

Nombre del Estudiante ____________________

Firma del Maestro ________________________

Recomendación del Maestro ________________

Firma del Padre __________________________

Scuola Media di Nathan Hale
Strawberry Hill Road
Norwalk, Connecticut

March 1975

Genitori dei futuri bambini della prima media:

A settembre, ai bambini di prima media, sara' data l'opportunita' di scegliere una lingua straniera, se hanno completato il programma delle scuole elementari con buoni voti e se verra' raccomandanto dai loro insegnanti.

Se per caso il vostro bambino e' a conoscenza di due lingue, Inglese e Spagnolo, un corso di spagnolo verra' offerto. In questo caso il vostro bambino non verra' esposto a una terza lingua che puo' essere la causa di confusione e delusioni nella sua vita scolastica.

Se avete alcune domande non esitate a chiamare Nathan Hale (telefono 847-0481, est. 344, 8:30 - 3:00).

Per favore riempite questo modulo e fatelo riportare a scuola dal vostro bambino prima del 19 Marzo 1975.

Sinceramente,

Francis X. Murphy, Preside

Data ______________________

Scuola Elementare ______________________

Nome dello Studente ______________________

Firma dell'insegnante ______________________

Raccomandazione dell'insegnante ______________________

Firma del Genitore ______________________

NATHAN HALE MIDDLE SCHOOL

Norwalk, Connecticut

Γιά τούς γονεῖς ποὺ τά παιδιά τούς θά θά πάνε στήν ἕκτη δημοτικοῦ.

Τό Σεπτέμβριο ὅταν τά παιδιά σας μποῦνε στήν ἕκτη τάξη θά ἔχουν τήν εὐκαιρία νά διαλέξουνε μιά ξένη γλῶσσα, ἐάν ἔχουν συμπληρώσει τό πρόγραμμα τοῦ δημοτικοῦ σχολείου, ἱκανοποιητικῶς καί ἔχει συνισθῆ ἀπό τό διδάσκαλο τους νά πάρουνε μιά ξένη γλῶσσα.

Σέ περίπτωσις ποὺ τό παιδί σας ξέρη δυό γλῶσσες. Ἀγγλικά καί Ἰσπανικά, γιά τούς Ἰσπανούς ἔχει εἰδικά μαθήματα.

Δέν θέλουμε τό παιδί σας νά πάρη τρίτη γλῶσσα καί νά μπερδευτῇ μέ τά μαθήματα τοῦ σχολείου

Ἐάν ἔχετε τίποτα ἐρωτήσεις σᾶς παρακαλῶ νά μᾶς τηλεφωνίσετε ὁ ἀριθμός τοῦ σχολείου εἶναι 847-0481 ἀπό τίς 8:30 τό πρωΐ ἕως τίς 3: τό ἀπόγευμα

Σᾶς παρακαλῶ συμπληρώσετε τό παρακάτω χαρτί καί στείλτετο πίσω στό σχολεῖο μέχρι τίς 19 μαρτίου 1974.

Εἰλικρινῶς

Γυμνασιάρχης.

Ἡμερομηνία ______________________________

Δημοτικό σχολεῖο ______________________________

ὄνομα μαθητοῦ ______________________________

ὑπογραφή διδασκάλου ______________________________

Συστάσεις διδασκάλου ______________________________

ὑπογραφή γονέων.. ______________________________

NATHAN HALE MIDDLE SCHOOL
NORWALK, CONNECTICUT

Francis X. Murphy
Principal

Dear Parents:

These are the grades that your children will be receiving this marking period. This is an indication of the work and the effort that they have made.

The key (code) of the mark is the following:

A - Excellent	D - Less than fair
B - Good	F - Poor
C - Fair	G - Satisfactory

Please sign this letter and return it to me.

Sincerely,

Francis X. Murphy
Principal

Spanish ____
English ____
Mathematics ____
Science ____
Art ____
Music ____
Home Arts ____
Ind. Arts ____
Phys. Ed. ____

ESCUELA NATHAN HALE

Francis X. Murphy
Principal

Queridas Padres:

Estas son las notas que sus hijos obtenieron este semestre. Esto es una indicacion del trabajo y esfuerzo que hicieron.

La clave de calificaciones es la seguiente:

A - Excelente
B - Bueno
C - Regular
D - Menos que regular
F - Malo
G - Satisfactorio

Hagan el favor de firmar esta carta y devolverla a mi.

Atentamente,

Espanol ______
Ingles ______
Matematica ______
Cincia ______
Estudios Sociales ______
Arte ______
Musica ______
Ciencias domesticas ______
Labores de madera ______
Gimnastica ______

SCUOLA MEDIA DI NATHAN HALE
NORWALK, CONNECTICUT

Cari Genitori:

Questi sono i voti che i vostri bambini riceveranno durante questo trimestre. Questo e' una indicazione del lavoro e degli sforzi che hanno' fatto.

La chiave (codice) del voto e' il seguente:

A-eccellente

B-buono

C-soddisfatorio

D-meno di soddisfatorio

F-scardo

G-Insoddisfatto

Per favore firmate questa lettera e rimandatemela.

Spagnolo____________________

Inglese____________________

Matematica____________________

Scienze____________________

Storia____________________

Applicazioni tecniche____________________

Arte____________________

Musica____________________

Arti Industriali____________________

Educazione Fisica____________________

Sinceramente,

Francis X. Murphy
Preside

Nathan Hale Middle School
Norwalk, Connecticut.

Francis X. Murphy
Γυμνασιάρχης.

Ἀγαπητή γονεις

Αὐτή εἶναι ἡ βαθμή πού θά πάρουν τά παιδί σας στο τέλος της βαθμολογικής αὐτής περιόδου. Αὐτο δείχνη πολά πόσον προσπαθοῦν τά παιδιά σας στό σχολείο.
οἱ βαθμή ἔχουν ὡς ἑξῆς.

A – ἄριστος	D – ὄχι καί τόσο καλός
B – καλός	F – πέψη
C – κανονικός	G – ἱκανοποιητικός.

Σάς παρακαλῶ ὅπως ὑπογράψετε το γράμμα καί μάς το ἐπιστρέψετε.

Εἰλικρινῶς
Francis X. Murphy
Γυμνασιάρχης

Ἰσπανικά ______________
Ἀγγλικά ______________
Μαθηματικά ______________
Ἐπιστήμη ______________
Κοινωνικές σπουδές ______________ = Social Studies
Ζωγραφική ______________
Μουσική ______________
Νοικοκυριό ______________
Βιομηχανία ______________
Γυμναστική ______________

NATHAN HALE MIDDLE SCHOOL
Norwalk, Connecticut

Francis X. Murphy
Principal

To Whom It May Concern:

I give permission to my child ____________________ to attend excursions and educational trips on __________ ____________________ under the supervision of the teacher and the social worker.

____________________ Date

____________________ Signature of the Parent or Guardian

NATHAN HALE MIDDLE SCHOOL
Norwalk, Connecticut

Francis X. Murphy
Principal

A quien pueda interesar

Doy permiso a mi hijo______________________para asistir a excursiones y visitas educativas en______________________ bajo la supervision de la maestra y la trabajadora social.

____
Fecha

____
Firma del
padre o encargado

NATHAN HALE MIDDLE SCHOOL
Norwalk, Connecticut

Francis X. Murphy
Principal

All'interessato:

Do il permesso al mio bambino ______________________________
di andare alle gite e viaggi educativi il ____________________
sotto la sorveglianza dell'insegnate e dell'aiutante.

________________ Data

________________________________ Firma del Genitore o del Custode

NATHAN HALE MIDDLE SCHOOL

Francis X. Murphy
Principal

Σέ αυτόν πού ενδιαφέρεται·

Δίδω τήν άδεια στό παιδί μου ______________________
νά πηγαίνη στό διδακτικό ταξίδη ______________________
______________________ κάτω από τήν επιτήρησιν τού
διδασκάλου καί βοηθού.

______________________ ______________________
Ημερομηνίαν Υπογραφήν γονέων.

NATHAN HALE MIDDLE SCHOOL
Norwalk, Connecticut

Fradcis X. Murphy
Principal

Dear Parents:

If you wish to speak by telephone to any of your children's teachers, guidance counselor, or principal, please do the following:

1. Telephone the school, 847-0481.
2. Ask for the guidance counselor's office.
3. Tell the guidance counselor your child's name, grade, and the name of the teawher or whomever you wish to speak to.

The school will arrange for the teacher and someone who can speak your language to be on the telephone to talk tom with you about anything you need to know regarding your child.

Sincerely yours,

Francis X. Murphy
Principal

NATHAN HALE MIDDLE SCHOOL
Norwalk, Connecticut

Francis X. Murphy
Principal

Padres,

Si desean Uds. hablar pro telefono a unas maestros de sus hijos, cosejero o el principal, por favor haga Ud el siguiente

1. llame Ud. al escuela 847- 0481
2. pregunte Ud. para la oficina del consejere
3. digale al consejero el nombre, grado de su hijo y el nombre del profesor coquien quiere hablar.

LA escuela arreglara por el maestro y por alquien que paeda traducer para Ud. por telefono. De esta manera puede Ud. encontrar todo lo que quiere saber de su hijo.

Sinceremente,

Francis X. Murphy
Principal

Cari Genitori:

Se desiderate parlare a telefono con qualsiasi insegnante dei vostri bambini, consiglieri, o preside, per favore fate il seguente:

1. Telefonate alla scuola, 847-0481
2. Domandate per l'ufficio del consigliere
3. Dite al consigliere il nome del vostro bambino, la classe, e il nome dell'insegnante o la persona con cui desiderate parlare.

La scuola si mettera' d'accordo con l'insegnante e qualcuo che sa parlare la vostra lingua, per telefonarvi e parlare con voi su quello che riguarda il vostro bambino.

Sinceramente,

Preside

NATHAN HALE MIDDLE SCHOOL

Francis X. Murphy
Principal

'Αγαπητοί γονείς.

'Εάν θέλεται νά μιλήσετε τηλεφωνικώς μέ όποιον δίποτε ἀπό τούς διδασκάλους τού παιδιού σας, τόν σύμβουλο, ή τόν γυμνασιάρχη τηλεφωνίστε μας.

1. Τό τηλέφωνο τού σχολείου 847-0481.
2. Ζητήσετε τό γραφείο τού σύμβουλου.
3. Πέστε στόν σύμβουλο το όνομα τού παιδιού σας, τήν τάξι καί τό όνομα τού διδασκάλου. ή όποιον δίποτε θέλετε νά μιλήσετε.

Τό σχολείο θά κανονίση μέ τόν διδάσκαλο καί καπίον που μπορή νά μιλήσι τήν γλώσσα σάς νά είναι στό τηλέφωνο νά μιλήσι μαζί σάς δια ότι δίποτε θέλετε νά μάθεται γιά τό παιδί σας.

Ειλικρινώς δικός σας

Γυμνασιάρχης

NATHAN HALE MIDDLE SCHOOL
Strawberry Hill Avenue
Norwalk, Connecticut

Date ______________

Dear ________________________,

I wish to inform you that your child has been absent for _______ days and has arrived late _______ times, including today's date.

I know you will agree with us that it is not desirable that your child lose valuable hours of classes or form undesirable habits of attendance at school.

Please call the school (telephone 847-0481, ext. 344) so that we can discuss this attendance problem with you.

Sincerely,

Francis X. Murphy
Principal

NATHAN HALE MIDDLE SCHOOL
Strawberry Hill Avenue
Norwalk, Connecticut

Date ______________

Apreciado ____________________,

Deseo informarle que de acuerdo a nuestros informas, su hijo (a) ha estado ausente por ______ dias y hal llegado tarde ______ veces, con fecha de hoy ___________.

Yo etiendo que usted comparte nuestro interes y no desea que su hijo (a)-pierda valiosas horas de clases ademas de que no forme habitos indeseables de asistencia a la escuela.

Favor de llamar a la escuela (telephone 847-0481, ext.346) se usted desea discutir la asistencia de su hijo (a) a la escuela.

Sinceramente,

Frances X. Murphy
Principal

Nathan Hale Middle School
Strawberry Hill Ave.
Norwalk, Connecticut

Ἡμερομηνία ____________

Ἀγαπητή ____________

Σᾶς πληροφορῶ ὅτι τό παιδί σας δέν ἔρχεται στό σχολεῖο ____________ ἔρχεται ἀργά ____________ πολές φωρές ὅλος καί σήμερα ____________

Εἶμαι βέβαιος πώς συμφωνήτε μαζύ μας ὅτι τό παιδί σας χάνη πολύτιμο καιρό ἀπό τό σχολεῖο, ὅταν ἔρχεται ἀργά ἤ δέν ἔρχεται καθόλου.

Σᾶς παρακαλῶ τηλεφωνίστε μας σέ αὐτόν τόν ἀριθμόν 847-0481 ext. 344, διά νά συζητήσουμε τό πρόβλημα μαζύ σας.

Εἰλικρινῶς

Francis X. Murphy
Γυμνασιάρχης

NATHAN HALE MIDDLE SCHOOL
Norwalk, Connecticut

Francis X. Murphy
Principal

Mr.________________________

Your son (daughter)________________is not working as well as we should hope. THerefore, we are sending you this notice to advise you of the situation. Your son (daughter) needs more help in the following subject areas checked below:

______Spanish
______Mathematics
______Science
______Social Studies

Your son(daughter) needs to improve in the following manner:

_____1. Pay more attention in class
_____2. Better behavior in the assembly room
_____3. Study for tests
_____4. Do homework when so required
_____5. Ask for incomplete or missed work owed
_____6. Ask for help after school
_____7. Make up all the work completed during his absence
_____8. Participate in class activities

We hope that you can help us in this area. If you have any questions, please call us at 847-0481, Ext. 344.

Sincerely,

____
Teacher

NATHAN HALE MIDDLE SCHOOL
Norwalk, Connecticut

Francis X. Murphy
Principal

Sr.____________________________

Su hijo (a)___________________________no esta trabajando todo lo bien que nosotros esperamos. Por consiguiente le mandamos esta para que este usted enterado de la situacion. Su hijo (a) necista mas ayuda en las siguientes asignaturas marcadas abajo:

______Espanol
______Matematicas
______Ciencias
______Estudios Sociales

Suhijo (a) necesita mejorarse de la siguiente manera:

______1. Mas atencion en clase.
______2. Mejor conducta enel salon.
______3. Estudiar para las examenes.
______4. Hacer las tareas cuando se la mande.
______5. Preguntar a su debido tiempo.
______6. Pedir ayuda despues de la escuela.
______7. Hacer todo al trabajo que no se ha realizado cuando se esta ausente.
______8. Participar en las actividades de la clase.

Esperamos que ustedes nos ayuden en este asunto. Si tienen alguna pregunta por favor, llamennos al 847-0481 Ext. 344

Atentamente,

____
Maestro (a)

603a

DIREZIONE SCOLASTICA
NORWALK, CONNECTICUT

Signor____:

=Suo figlio (figlia) non studia abbastanza come dovrebbe. Le inviamo questa lettera per avvisarla della situazione. Suo figlio (figlia) ha bisogno di aiuto nelle seguenti materie qui sotto segnate:

______________Spagnolo

______________Matematica

______________Scienze

______________Storia

Suo figlio (figlia) ha bisogno di migliorare i seguenti:

______1. Stare piu' attenta in classe

______2. Migliorare il comportamento nella classe d'assemblea

______3. Studiare per i compiti in classe

______4. Fare i compiti a casa quando glielo assegnano

______5. Domandare per il lavoro incompleto e quello non consegnato

______6. Chiedere aiuto al termine della giornata scolastica

______7. Completare tutti i compiti che non ha fatto durante la sua assenza.

______8. Partecipare nelle attivita' di classe.

Speriamo che ci puo' aiutare in questo campo. Se avete alcune domande per favore chiamate la vostra scuola a questo numero 847-0481.

Sinceramente,

Insegnante

NORWALK DEPARTMENT OF HEALTH
137 East Avenue
Norwalk, Connecticut

All patients admitted to the DENTAL CLINIC are requested to fill out the following information pertinent to the care of the patient.

All patients not 18 years of age must be accompanied to the Clinic by an adult. Patients not 18 years of age will not be allowed to leave the Clinic after treatment without an adult.

SOCIAL HISTORY:

Name of Patient
Address
Age — Telephone Number
Name of Parent, Guardian, Relative
Address
Referred by: School — Name of School
Physician — Name of Physician
Agency — Name of Agency

Referral Date:

MEDICAL HISTORY

Please indicate any of the following diseases which the patient has had:

Allergies to medicines ( ) Vaccines ( ) Foods ( )
History of uncontrolled bleeding ( )
Rheumatic Fever ( ) Scarlet Fever ( )
Heart Disease ( ) Kidney Disease ( )
Asthma ( ) Earaches ( )
Diabetes ( ) Mumps ( )

Signature of Patient (if age 21), Parent or Guardian ____________________

Signature of Interpreter ____________________ Date ____________

There is a $2.00 fee for each child for each visit to the Dental Clinic. Please check if you are on State Welfare, either A.D.C. or Title 19.

NORWALK DEPARTMENT OF HEALTH
137 East Avenue
Norwalk, Connecticut - 06851

TO WHOM IT MAY CONCERN:

I, ______________________________, hereby authorize the
(Parent's Name)

dentists and dental hygienists of the Dental Clinic of the Norwalk Health Department, to perform or have performed upon my minor child, ____________ (Child's Name) such dental care or surgery as may be deemed necessary.

DATE ____________ RELATIONSHIP ______________________
(Mother, Father or Legal Guardian)

WITNESS ____________________ SIGNED ______________________
(Adult over 21) (Parent's Signature)

SIGNATURE OF REFERRING INDIVIDUAL ______________________

BOARD OF EDUCATION
105 Main Street
Norwalk, Connecticut

HEALTH SERVICES

Under Public Act No. 71-296 each Board of Education shall require all children under twelve years of age to be protected against Rubella. Rubella is commonly known as German Measles and is also called three day measles. This is required for entrance to school as well as for those attending school at the present time.

According to school medical records your child has not been immunized or had German Measles. To bring our school records up to date, please answer the following:

Francis J. Kalaman, M.D.
School Medical Advisor

My child ________________ had German Measles (Rubella) immunization.

________________ (Date)

✓ My child ________________ had German Measles (Rubella).

________________ (Date)

FJK/AA/ic
10/73

________________ (Parent's Signature)

5

NORWALK PUBLIC SCHOOLS - SCHOOL HEALTH SERVICES

NAME ______________________ SCHOOL ______________ GRADE _____ HOMEROOM ________

Dear Parent:

Pupils in Connecticut Public Schools are required by law to have a health examination periodically. In Norwalk, they are required in the 2nd, 4th, 7th and 10th grades and must be recorded on a Norwalk School Health Record.

Your family physician is familiar with your child and it is desirable for him to do this examination. If this cannot be done, provision will be made to have this examination done by a school physician. If you wish, you may be present.

PARENT PLEASE SIGN ONE OF THE FOLLOWING:

(1) Our family physician will examine my child and form will be returned within a month. (A physical examination completed in this calendar year is acceptable.)

Signed: ______________________________

(2) Please have the school physician examine my child.

Signed: ______________________________

I desire to be present when my child is examined. YES ________ NO ________

AA/ic
Re[illegible]2/13/74
SHS-2

THE PUBLIC SCHOOLS

Town of ....

To Parents:

Many people are exposed to tuberculosis without knowing about it. The best way of determining whether or not a pupil has been infected is by means of a tuberculin test.

Through the cooperative efforts of several local health agencies, it is possible to offer a tuberculin test to students in this school. This test according to medical authorities, is harmless and may result in great benefit not only to the pupil concerned, but to the family as well. You may avail yourself of the opportunity of securing this test for your child without cost by using the request slip below.

Those who react positively to the tuberculin test should have an X-ray of their chest, and this will be available without cost to those who cannot arrange for it otherwise.

The results of tuberculin tests will be sent to parents.

Information concerning tuberculosis or the tuberculin test may be secured from your physician, or by telephone or consultation with the school nurse. Please communicate with her if she can be of help to you.

Very truly yours,

Principal

This project is sponsored by the Local Health Groups and the State Department of Health, Office of Tuberculosis Control, Hospital Care and Rehabilitation

---

Request for Tuberculin Test

To the Principal:

I request that .... *be tested with tuberculin test, and X-rayed if necessary.*

The physician usually treating our family is

Doctor ....

.... *Date*

.... *Parent or Guardian*

S. T. C. 1 PS. (2-70) 10M

3

Dear Parents:

In the event you may need the services of the Children's Medical Center we are sending you the following information:

Children's Medical Center
17 Monroe Street
South Norwalk, Conn. 06853
(near Railroad Station)

Telephone for Appointment
866-0777

HOURS

Monday Through Friday

10:00 A.m. to 12 Noon
1:00 P.M. to 5:00 P.M.
7:00 P.M. to 9:00 P,M.

Saturday - 10:00 A.M. to 12:00 Noon

Sincerely yours,

Principal

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

September 1973

Dear Parent or Guardian:

The Norwalk Board of Education, realizing the importance of making available a well-balanced lunch for all students, participates in the National School Lunch Program. For those studen who are unable to pay the full price of the lunch, provisions are made for them to receive lunches free.

Children from families whose gross annual income is no more than that indicated in the chart below are eligible for lunches free.

If the number of people in your family is:	...and your income is at or below this level, yo are eligible for a free lunch.
1	$ 2,565
2	3,370
3	4,180
4	4,975
5	5,710
6	6,450
7	7,115
8	7,785
9	8,390
10	8,990
11	9,585
12	10,180

Each additional family member $600.

If your income is greater than those shown above but you have unusually high medical bills, shelter costs in excess of 30 percent of your income, special education expenses due to ment or physical condition of a child, or disaster or casualty losses, your children may still be eligible.

To apply for free lunches for your children, at any time during the year, complete the attac application and return it to the school. You will be notified within 10 days of receiving your application whether or not your children are eligible. If you do not agree with the dec sion, you have a right to a fair hearing. This can be done by calling or writing Mr. Charle Wagner or Dr. Edward McEnroe at 105 Main Street, Norwalk, Conn., Phone #847-0481.

In certain cases foster children are also eligible for these benefits. If you have foster ch ren living with you and wish to apply for such lunches for them, please notify us or indicate on the application.

All children are treated the same regardless of ability to pay. In the operation of child feeding programs, no child will be discriminated against because of his race, sex, color, or national origin. If your income changes during the school year, please contact us.

Sincerely,

Richard C. Briggs
Richard C. Briggs
Superintendent of Schools

RCB:em

APPLICATION FOR FREE LUNCHES

Parents: To apply for free lunches for your children, fill out this form and return it to the school office.

Date: __________

Names of children for whom application is made:

Name __________ School __________ Grade __________

Name and address of parent or guardian: Phone: __________

Total number of family members living at home __________.

Total family income before deductions (including welfare payments, wages of all working members, pensions, social security, and all other income.)

Weekly: _______ Semi-monthly: _______ Monthly: _______ Yearly: _______

(fill out one)

If your gross family income exceeds the amount indicated in the school's letter, and you wis to apply under any of the special hardship conditions cited in the letter, please complete this application and also describe the nature of your hardship here: __________

In certain cases, foster children are eligible for free lunches regardless of your family in If you have foster children living with you and wish to apply for such lunches for them, ple check here: __________.

I hereby certify that all of the above information is true and correct to the best of my inf tion and belief.

____
Signature of Adult Family Member

FOR SCHOOL USE ONLY

Your application for free lunches for your children has been:

__________ Approved for free lunches
__________ Denied for the following reason: __________

Appeal of this decision may be made to: Dr. Edward McEnroe, Director of Pupil Personnel or Charles A. Wagner, Director of Non-Personnel and Supportive Services, 105 Main Street, Norwalk, Connecticut, Phone 847-0481.

NORWALK DEPARTMENT OF HEALTH
137 East Avenue
Norwalk, Connecticut 0685

Todo paciente admitido a la Clínica Dental se le solicita llenar la siguiente información pertinente al cuidado del paciente.

Todo paciente que no haya cumplido los 18 años de edad, debe ser acompañado a la Clínica por un adulto. Pacientes menores de 18 años de edad, no serán permitidos abandonar ~~la~~ la Clínica sin un adulto después del tratamiento.

HISTORIA SOCIAL

Nombre del Paciente ____________________
Dirección ____________________
Edad ____________ Numero de Telefono ____________
Nombre del Padre de Familia o Encargado ____________________
Dirección ____________________
Recomendado por: La escuela _____ Nombre de la escuela ____________
La médico _____ Nombre del médico ____________
La agencia _____ Nombre de la agencia ____________

~~[illegible]~~
Fecha de referencia: ____________

HISTORIA MEDICA

Favor de indicar cualquiera de las siguientes enfermedades que el paciente haya tenido:

Alérgico a las medicinas	( )	Vacunas ( )	Comidas	( )	
Historia de hemofilia	( )	Fiebre escarlatina		( )	
Fiebre reumática	( )	Enfermedad de los riñones		( )	
Enfermedad cardiáca	( )	Dolor de oído		( )	
Diabetis	( )	Paperas (Farfayota)		( )	

Firma del paciente (si es mayor de 21 años), Padre de Familia o Encargado.

____________________ Fecha: ____________

Se le cobrará la suma de $2 (dos dólares) a cada niño, por cada visita a la Clínica ~~Dental.~~ Dental. Por favor señale si lo ayuda (The State Welfare) el Bienestar Estatal o sea A.D.C. o Título 19.

a/d

DEPARTAMENTO DE SALUD DE NORWALK
137 East Avenue
Norwalk, Connecticut - 06851

A QUIEN INTERESE:

Yo, ______________________________, Por este medio,
(Nombre del Padre de Familia o Encargado)
autorizo al dentista o dentista higiénico de la Clínica Dental del Departamento de Salud de Norwalk, llevar a cabo su trabajo o atender a mi hijo menor de edad ____________________ en caso
(Nombre del Nino)
que necesite cuidado dental o cirugía .

Fecha ____________ Parentezco ______________________________
Madre, Padre o Encargado Legal.

Testigo ________________ Firmó ______________________________
(Adulto mayor de 21) Firma del Padre de Fam. o Encarg).

Firma del individuo en referencia. ______________________________

JUNTA DE EDUCACION
105 Main Street

Norwalk, Connecticut

SERVICIOS DE SALUD

Bajo el Acto Público No. 71-296 cada Junta de Educación debe pedirle a todo niño MENOR de doce años de edad como requisito, que debe estar protegido contra la Rubiola. La Rubiola es comunmente conocida como Sarampión Alemán (viruela), además se le conoce como sarampión de tres días.

Este es un requisito para ser admitido a la escuela, de la misma manera para aquellos que atienden la escuela actualmente.

De acuerdo con el historial médico, su hijo no ha sido inmunizado o le dió Sarampión Alemán. Para poner al día estos datos , por favor conteste lo siguiente:

Francis J. Kalaman, M. D.
~~School~~ Consejero Médico Escolar

(2) Mi hijo ______________________________ Le dio Sarampión Alemán (Rubiola)

(Fecha) __________________

(1) Mi Hijo ______________________________ FUE INMUNIZADO contra la Rubiola o Sarampión Alemán.

(Fecha) __________________

____
Firma del Padre de Familia o Encargado

FJK/AA/ad

ald

ESCUELAS PUBLICAS DE NORWALK - SERVICIOS ESCOLARES DE SALUD

NOMBRE ....ESCUELA ........................GRADO..............AULA-HOGAR..................

Querido Padre de Familia:

A los alumnos de las Escuelas Públicas de Connecticut se les requiere por ley, examinarse periódicamente. En Norwalk, se les requiere hacerlo en el 2o, 4o, 7o y 10o grados y debe ser llevado y archivado por el REGISTRO de Salud Escolar de Norwalk.

Su médico escolar, se ha familiarizado con su hijo y es su deseo hacer este examen. Si esto no fuese posible, se le proveerá un examen por el médico escolar. Si usted desea estar presente, puede hacerlo.

Sr. PADRE DE FAMILIA, FAVOR DE FIRMAR UNO DE LOS SIGUIENTES

(1) Nuestro médico familiar examinará a mi hijo y la fórmula será devuelta dentro de un mes. (Un
escolar ~~Un~~ examen físico completado en el ~~año~~ calendario escolar es aceptable).

Firma: ____________________________

(2) Favor de hacer que el médico escolar examine a mi hijo.

Firme: ____________________________

Deseo estar presente cuando mi hijo sea examinado .

SI ____________ NO ____________

616

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Rev. 2/13/74
SHS-2

594

a/d

LAS ESCUELAS PÚBLICAS

Ciudad de ---------------------------

THE PUBLIC SCHOOLS

A los Padres de Familia:

Mucha gente son expuestas a tuberculosis sin saberlo. La mejor manera de determinar si un alumno ha sido contagiado, es por medio de la prueba tuberculina.

Por medio de los esfuerzos cooperativos de algunas agencias de salud locales, es posible ofrecerle a los niños de esta escuela, una prueba tuberculina. Esta prueba, de acuerdo con las autoridades médicas, es inofensivo y tal vez dará un resultado de gran beneficio, no sólo para el alumno interesado, pero también para la familia. Tal vez podrá aprovecharse de la oportunidad de asegurar es prueba para su hijo sin costo alguno usando la fórmula que se requiere y que se encuentra en la parte inferior de esta página.

Aquellos que ~~que~~ tengan una reacción positiva a la prueba tuberculina., deben obtener un Rayos X del pecho, y esto estará a su disposición sin costo alguno ~~[illegible]~~ para aquelllas personas que no puedan disponer de él en otra forma.

Los resultados de prueba tuberculina serán enviados a padres de familia.

La información concerniente a la tuberculosis o a pruebas de tuberculina puede conseguirlos por medio de su médico o por teléfono, también consultando con la enfermera escolar.

Por favor comuníquese con ella, si usted necesita de su ayuda.

De usted sinceramente,

El Director de Escuela

Este proyecto es promovido por Grupos Locales de Salud y del Departamento de Salud, Oficinas de Control de Tuberculosis, Cuidados del Hospital y Rehabilitación.

SOLICITUD PARA LA PRUEBA TUBERCULINA

Al Director Escolar:

Solicito que -------------------------------------- se le haga la prueba tuberculina y Rayos-X si fuese necesario.

El médico que usualmente ve y trata a nuestra familia es el Doctor....... ______________________________

______________ Fecha

______________________________ Padre de Familia o Encargado

a/d S.T.C. 1 Ps. (2-70) 10M

BOARD OF EDUCATION
Administration and Service Center
105 Main Street
Norwalk, Connecticut 06852
847-0481

Setiembre de 1973

Estimado Padre de Familia o Encargado:
La Junta de Educación de Norwalk, al notar que es de suma importancia un almuerzo bien balanceado para todos los estudiantes, esta participa en el Programa Nacional de Almuerzo. Para aquellos estudiantes quienes no pueden pagar el precio completo del almuerzo, se han hecho provisiones para ellos con el fin de darles almuerzos gratuitos.

Niños de familias con sueldos anuales netos no mayor que aquellos indicado en el diagrama siguiente, son elegibles para almuerzos gratuitos.

Si el número de personas en su familia es de:	... y sus entradas son de o menor que este nivel usted es elegible para almuerzos gratuitos.
1	$ 2,565
2	3,370
3	4,180
4	4,975
5	5,710
6	6,450
7	7,115
8	7,785
9	8,390
10	8,990
11	9,585
12	10,180

Cada miembro ~~mas~~ adicional, en la familia $600.

Si sus entradas son mayores que éstas señaladas anteriormente, pero usualmente usted ha tenido cuentas médicas muy altas, y el precio del alquiler que paga es un exceso del 30% de sus entradas , los gastos especiales de educación, debido a condiciones mentales o físicos de un niño, o por desastre o pérdidas causadas, entonces sus hijos podrán ser elegibles a los almuerzos gratuitos.

Para solicitar almuerzos gratuitos para sus hijos, en cualquier momento durante el año, complete la aplicación o fórmula que encontrará adjunta y regrésela a la escuela. Usted recibirá la respuesta en término de diez (10) días de haber recibido la aplicación, aunque sus hijos no hayan sido elegibles. Si no está de acuerdo con esta decisión, tiene usted el derecho de hacerse escuchar, puede hacerlo llamando ~~y~~ o escribiéndole al señor CHarles Wagner o al Dr. Edward Mc. Enroe al 105 Main Street, Norwalk, Conn., 06852, teléfono 847-0481.
En ciertos casos niños adoptivos son también elegibles para estos beneficios. Si tiene niños adoptivos viviendo con usted y desean solicitar estos almuerzos para ellos, favor de hacérnoslo saber o indíquelo en la solicitud. Todo niño es tratado de la misma manera, no importa la habilidad de pago. En la operación del programa alimenticio ningún niño será descriminado en su contra, ya sea por su raza, sexo, color u origen nacional. Si sus entradas económicas cambian durante el año, por favor póngase en contacto con nosotros.

Sinceramente,

Richard C. Briggs
Superintendente Escolar

NON – PERSONNEL and SUPPORTIVE SEVICES

105 Main Street, Norwalk

CONNECTICUT

597

Teléfono: 847-0481

APLICACION PARA ALMUERZOS GRATUITOS.

A los Padres de Familia: Para solicitar almuerzos gratuitos para sus hijos, llene esta fórmula y devuélvala a la oficina escolar.

Fecha:

NOMBRE	ESCUELA	GRADO

Nombre y Dirección del Padre de Familia o Encargado: Teléfono

Número de miembros en la familia que vivan en la casa ________
Total de entradas financieras antes de las deducciones (incluyendo pagos de(Welfare) Bien estar Social, sueldos de todos los miembros de familia que trabajan, pensiones, seguro social, y todas las demás entradas.)

Semanal: ________ Quincenal: ________ Mensual: ________ ANual: ________

(Llene uno solamente)

Si las entradas netas de la familia son mayores a la cantidad indicada en la carta escolar y usted desea hacer una solicitud especial, bajo las condiciones difíciles citadas en la carta, favor de completar esta aplicación y al mismo tiempo describa la naturaleza de su infortunio aquí: ________

En ciertos casos, niños adoptivos son elegibles para almuerzos gratuitos a pesar de las entradas familiares. Si tiene niños adoptivos viviendo con usted y desea solicitar almuerzos para ellos, favor de ~~de~~ decirlo con una señal aquí: ________.

Por medio de la presente certifico que toda la información anterior es cierta y correcta, de acuerdo con la mejor información y creencia de mi parte.

____
Firma del Adulto Miembro de la Familia.

PARA USO ESCOLAR SOLAMENTE

619

Su aplicación para almuerzos gratuitos de sus hijos han sido:

________Aprobados para los almuerzos gratuitos.

________Negados por las siguientes razones: ________

Apelación a esta solicitud debe ser hecha a: Dr. Edward Mc. Enroe, Director of Pupil Personnel o a Charles A. Wagner, Director of Non- Personnel and Supportive Services.

UFFICIO SANITA' DI NORWALK

137 East Ave.

Norwalk, Connecticut

Tutti i pazienti ammessi alla CLINICA PER I DENTI sono pregati di riempire il seguente modulo per la cura del paziente.

Tutti i pazienti minori di 18 anni devono essere accompagnati alla Clinica da un adulto. Ai pazienti minori di 18 anni non sara' permesso lasciare la Clinica senza un adulto dopo l'esame medico.

STORIA SOCIALE

Nome del paziente
Indirizzo
Eta' Numero del telefono
Nome del Genitore, Custode, Parente
Indirizzo

Riferito da:	Scuola	Nome della Scuola
	Medico	Nome del Medico
	Agenzia	Nome dell'Agenzia

Data di riferimento:

STORIA MEDICA

Siete pregato di indicare ogni malattia, qui sotto elencate, che il paziente ha avuto.

Allergie alle medicine ( ) Vaccini ( ) Cibi ( )

Storia di emorraggie incontrollabili	( )		
Febbre Reumatica	( )	Scarlattina	( )
Mal di Cuore	( )	Malattie ai Reni	( )
Asma	( )	Mal di Orecchi	( )
Diabete	( )	Orecchioni	( )

Firma del Paziente (se 21 anni), Genitore o Custode ________________

Firma dell'Interprete ________________ Data ________

Ogni bambino deve pagare un ammonto di $2.00 per ogni visita alla Clinica per i Denti. Per favore dite se fate parte del Welfare dello Stato, A.D.C. oppure Titolo 19.

UFFICIO SANITA' DI NORWALK

137 East Ave.

Norwalk, Connecticut 06851

ALL'INTERESSATO:

Io, ______________________________ autorizzo i
(Nome del Genitore)

dentisti e gli igenisti dei denti della Clinica dei Denti dell'Ufficio Sanitario di Norwalk, a eseguire o che e' stato eseguito su mio figlio minorenne ______ ______________________ tali cure o operazione come ritenuto opportuno.
(nome del bambino)

Data ______________ Parentela ______________________
(Madre, Padre o Custode legale)

Testimone ______________ Firma ______________________
(sopra 21 anni) (Firma del Genitore)

Firma dell'individuo ______________________

DIREZIONE SCOLASTICA
105 Main Street
Norwalk, Connecticut

SERVIZIO DI SANITA'

Sotto l'Atto Pubblico No. 71-296 ogni Direzione Scolastica vuole che i bambini sotto dodici anni, siano protetti contro la varicella, comunemente chiamata morbillo di 3 giorni. Questo e' necessario per i bambini che frequentano la scuola per la prima volta, e per quelli che la frequentano gia'.

A secondo i registri medici della scuola, il vostro bambino non e' stato vaccinato oppure non ha avuto la varicella. Per avere i nostri registri al corrente, siete pregato di rispondere alle seguenti domande:

Francis J. Kalaman, M.D.
Medico Consigliere Scolastico

Il mio bambino ____________________ ha avuto la vaccinazione per la varicella.

____
(Data)

Il mio bambino ____________________ ha avuto la varicella

____
(Data)

____
(Firma del Genitore)

FJK/AA/ic
10/73

SCUOLE PUBBLICHE DI NORWALK - SERVIZIO SANITARIO SCOLASTICO

NOME ____________________ SCUOLA ____________________

CLASSE ____________________ HOMEROOM ____________________

Egregio Genitore:

La legge esige che gli studenti delle scuole pubbliche di Connecicut, abbiano un esame sanitario periodicamente. Sono necessari nella seconda classe, quarta, settima e decima, e deve essere riportato nei registri sanitari delle scuole di Norwalk.

Il vostro dottore di famiglia conosce a fondo il vostro bambino, quindi l'esame puo' essere fatto da lui. Se cio' non e' possibile, un dottore della scuola lo fara'. Se lo desiderate, voi potete essere presente.

GENITORE PER FAVORE FIRMATE UNO DEI SEGUENTI:

(1) Il nostro dottore di famiglia esaminera' il mio bambino e il modulo vi sara' consegnato dentro un mese. (Un esame medico fatto durante quest'anno e' accettabile).

Firma ____________________

(2) Per favore fate esaminare il mio bambino dal dottore della scuola.

Firma ____________________

Desidero essere presente all'esame medico del mio bambino. SI ________ NO ________

AA/ic
Rev.2/13/74
SHS-2

Caro Genitore:

Nel caso avreste bisogno dei servizi del Centro Medico per i bambini, vi inviamo il seguente per vostra informazione.

Children's Medical Center
(Centro Medico per bambini)
17 Monroe Street
South Norwalk, Conn. 06853
(vicino la stazione ferroviaria)

Telefonate per un'appuntamento 866-0777

ORARIO

Da Lunedi' a Venerdi'

10:00 alle 12(mezzogiorno)
1:00 alle 5:00 PM
7:00 alle 9:00 PM

Sabato
dalle 10:00 alle 12:00 (mezzogiorno)

Sinceramente,

Il Preside

SCUOLE PUBBLICHE

Citta' di__________________________

Ai Genitori:

Molte persone vengono a contatto con la tubercolosi senza saperlo. Il miglior modo per determinare se lo studente e' infettato e' quello di fare alcuni esami di tubercolosi.

Per mezzo della cooperazione delle agenzie sanitarie locali, e' stato possibile offrire esami per la tubercolosi in questa scuola. Questo esame, a secondo le autorita' mediche, non e' pericoloso e puo' risultare di grande beneficio non solo agli studenti, ma anche alle rispettive famiglie. Potete ottenere questa opportunita', senza costo,usando il seguente modulo.

Coloro che reagiscono positivamente, dovranno farsi i Raggi X al petto; questo sara' a disposizione,senza costo,a coloro che non possono permetterselo.

Il risultato degli esami per la tubercolosi verra' mandato ai genitori.

Informazioni sulla tubercolosi o sugli esami possono essere ottenuti dal vostro dottore oppure telefonando o consultando l'infermiera della scuola. Per favore mettetevi in contatto con lei se credete vi sara' di aiuto.

Sinceramente

Il Preside

Questo progetto viene garantito dal Gruppo Sanitario locale e dal dipartimento Sanitario dello Stato, Ufficio per il controllo della tubercolosi, Cura e riabilitazione dell'ospedale.

RICHIESTA PER L'ESAME DI TUBERCOLOSI

Al Preside:

Io richiedo che__________________________sia esaminato con l'esame della tubercolosi, e,se necessario con i Raggi X.

Il dottore che si prende cura della nostra famiglia e' Dottor____.

_______________________ Data

_______________________ Genitore o Custode

S.T.C. 1 PS. (2-70) 10M

DIREZIONE SCOLASTICA
Centro di Amministrazione e Servizio
105 Main Street
Norwalk, Connecticut 06852
847-0481

Settembre 1973

Egregio Genitore o Custode:

La Direzione Scolastica di Norwalk, conoscendo l'importanza di presentare una buona colazione per gli studenti, partecipa al Programma Scolastico Nazionale per la Colazione. Per quei studenti che non possono permettersi di pagare il prezzo completo, saranno fatte provvisioni affinche' ricevano la colazione gratis.

Sono elegibili per la colazione gratis solo quei bambini le cui famiglie non hanno un'entrata annuale piu' di quello elencato qui' sotto.

Se il numero dei componenti della vostra famiglia e' di: ...e la vostra entrata e' sotto questo livello, siete elegibili per la colazione gratis:

1	$ 2,565
2	3,370
3	4,180
4	4,975
5	5,710
6	6,450
7	7,115
8	7,785
9	8,390
10	7,990
11	9,585
12	10,180

Ogni membro in piu' $600.

Se la vostra entrata e' maggiore di quella indicata sopra , ma avete pagamenti medici molto alti, pagamenti nascosti per il 30% della vostra entrata, pagamenti per educazione speciale dovuto a condizioni mentali e fisiche del bambino, oppure disastri o perdite di vittime, i vostri bambini possono essere elegibili.

Per avere colazioni gratis per i vostri bambini durante l'anno, completate il modulo allegato e riportatelo a scuola. Sarete notificati entro 10 giorni dopo aver ricevuto il vostro modulo, se i vostri bambini sono elegibili. Se non siete d'accordo con la decisione, avete il diritto di appellarvi. Questo puo' essere fatto con lo scrivere al Sig. Charles Wagner oppure al Dr. Edward McEnroe a 105 Main Street Norwalk Connecticut, Telefono # 847-0481.

In alcuni casi, i bambini adottati sono elegibili. Se avete bambini adottati con voi e desiderate avere queste colazioni per loro, per favore mettetevi in contatto con noi, oppure indicatelo sul modulo.

Tutti i bambini saranno trattati alla pari, senza dar conto alla loro abilita' di pagare. In questo programma, non ci saranno discriminazione perche' di differente razza, sesso, colore oppure origine. Se la vostra entrata cambia durante l'anno per favore avvisateci.

Sinceramente,

Richard C. Briggs
Direttore delle Scuole

MODULO PER LA COLAZIONE GRATIS

Genitori: Per avere la colazione gratis per i vostri bambini, riempite questo modulo e riportatelo all'ufficio della scuola.

Data: ____________________

Nome dei bambini per i quali il modulo viene riempito:

Nome	Scuola	Classe

Nome e indirizzo del genitore o custode: ____________________ Telefono: ____________________

Numero dei membri di famiglia abitanti a casa ____________________

Somma delle entrate di famiglia prima delle deduzioni (includendo pagamenti del Welfare, paghe di tutti i membri che lavorano, pensioni, pensione di vecchiaia,e tutte le altre entrate.)

Settimanale:________ Meta' mese__________ Mensile__________ Annuale__________
(riempirne uno)

Se l'entrata completa familiare e' di piu dell'ammonto indicato nella lettera della scuola e desiderate avere il beneficio sotto le condizioni citate nella lettera, per favore completate questo modulo e descrivete la natura della vostra condizione qua': ____________________

In certi casi, i bambini adottati sono elegibili per le colazioni gratis senza dar conto all'entrata della famiglia. Se avete bambini adottati che abitano con voi e volete avere le colazioni tratis per loro, per favore fate un segno qua' ________

Secondo le mie conoscenze certifico che tutte le informazioni sono vere e corrette.

____
Firma di un membro adulto della famiglia

PER USO DELLA SCUOLA

La vostra domanda per le colazioni gratis e' stata:

________ ________ approvata per le colazioni gratis
________________ negata per le seguenti ragioni ________

Ricorso per questa decisione puo' essere fatto a: Dr. Edward McEnroe, Direttore del personale per gli studenti, oppure Charles A. Wagner, Direttore del non-personale e servizio di supporto, 105 Main Street Norwalk, Connecticut. Telefono 847-0481.

Τμῆμα Ὑγιεινῆς Norwalk
137 East Avenue
Norwalk, Connecticut

Ὅλοι οἱ πελάτες τῆς Ὀδοντιατρικῆς Κλινικῆς παρακαλοῦνται νά συμπληρώσουν τίς κάτωθι πληροφορίες.

Ὅλοι οἱ πελάτες κάτω τῶν 18 ἐτῶν πρέπει νά συνοδεύονται ἀπό κάποιον μεγάλον. Ὅσοι πελάτες εἶναι κάτω τῶν 18 ἐτῶν, δέν ἐπιτρέπονται νά φύγουν μετά τήν θεραπείαν ἤ μετά τήν ἐπίσκεψιν εἰς τήν Κλινικήν χωρίς κάποιον μεγάλον.

Πληροφορίαι:

Ὄνομα Πελάτου
Διεύθυνσις
Ἡλικία
Ὄνομα Γονέως, Κηδεμόνος, Συγγενῆ
Διεύθυνσις
Ἡμερομηνία

Σύστασις: Τοῦ Σχολείου — Ὄνομα Σχολείου
Τοῦ Ἰατροῦ — Ὄνομα Ἰατροῦ
Τοῦ Γραφείου Περιθάλψεως — Ὄνομα Γραφείου Περιθάλψεως

Ἰατρική Ἱστορία Πελάτου

Παρακαλεῖσθε νά σημειώσετε ποιές ἀπό τίς κάτωθι ἀρρώστιες ἔχει περάσει ὁ πελάτης.

Ἀλλεργίες εἰς φάρμακα ( )
Αἱμορραγίες ( )
Ρευματικόν Πυρετόν ( )
Καρδιακήν Πάθησιν ( )
Ἄσθμα ( )

Ἐνέσεις Προφυλακτικές ( )
Διαβήτην ( )
Ἀναιμία ( )
Παθήσεις Νεφρῶν ( )

Τροφές ( )
Μαγουλῖτες ( )

628

Ὑπογραφή Πελάτου (ἐάν 21 ἔτους), Γονέως ἤ Κηδεμῶνος

Ὑπογραφή Διερμηνέως

Ἡμερομηνία

Ἡ κάθε ἐπίσκεψις εἰς τήν Ὀδοντιατρική Κλινική γιά κάθε παιδί εἶναι $2.00. Παρακαλεῖσθε νά σημειώσετε ἐάν λαμβάνετε Κοινωνικήν Περίθαλψιν (State Welfare), ἤ ὑπό A.D.C. ἤ ὑπό Τίτλου 19.

Τμῆμα Ὑγιεινῆς Norwalk
137 East Avenue
Norwalk, Connecticut

Γνωρίζω εἰς τόν ἐνδιαφερόμενον:

Ἐγώ ______________________ δίδω τό δικαίωμα εἰς τούς ὀδοντιατρούς
(ΟΝΟΜΑ ΓΟΝΕΩΣ)

καί νοσοκόμους τῆς Ὀδοντιατρικῆς Κλινικῆς τοῦ Τμήματος Ὑγιεινῆς Norwalk νά χρησιμοποιήσουν ὅ,τι ὀδοντιατρικήν θεραπεία ἤ χειρουργικήν ἐπέμβασι χρειάζεται.

Ἡμερομηνία ______________ Συγγένεια ______________________
(ΜΗΤΕΡΑ, ΠΑΤΕΡΑΣ ἤ ΚΗΔΕΜΩΝ)

Μάρτυρες ______________ Ὑπογραφή γονέως ______________________
(ΑΝΩ ΤΟΥ 21)

Ὑπογραφή Ὑποδεικνύοντος ______________________

Ἐπιτροπὴ Παιδείας
105 Main St.
Norwalk, Conn.

Ὑπηρεσία Ὑγιεινῆς

Συμφώνως μὲ τὸν κυβερνητικὸν κανονισμὸν Ἀριθμὸν 71-296 κάθε Ἐπιτροπὴ Παιδείας θὰ ὑποχρεώνῃ ὅλα τὰ παιδιὰ κάτω τῶν 12 ἐτῶν νὰ προφυλαχθοῦν ἀπὸ τὴν ἀρρώστια, Ρουμπέλλα — εἶναι γνωστὴ εἰς τὸ κοινὸν ὡς ἰλαρά. Αὐτὴ ἡ προφύλαξις εἶναι ἀπαραίτητος γιὰ ὅλα τὰ παιδιὰ ποὺ φοιτοῦν τώρα σὲ σχολεῖο. Γίνεται ἁπλῶς μία προφυλακτικὴ ἔνεσις.

Σύμφωνως μὲ τὰ στοιχεῖα ποὺ ὑπάρχουν στὸ σχολεῖο, τὸ παιδί σας ἔχει λάβει αὐτὴν τὴν ἔνεσιν. οὔτε εἶχε ποτὲ τὴν ἰλαρά. Γιὰ νὰ συμπληρώσωμε λοιπὸν τὰ στοιχεῖα μας, σᾶς παρακαλοῦμε νὰ συμπληρώσετε τὰ κάτωθι:

Francis J. Kalaman, Ἰατρὸς
Ἰατρικὸς Σύμβουλος Σχολείων

Παρακαλῶ νὰ ἀπαντήσετε στὶς ἐρωτήσεις αὐτὲς ναὶ ἢ ὄχι. Κάνετε ἕναν κύκλο γύρω ἀπὸ τὴν σωστὴν ἀπάντησι.

Τὸ παιδί μου ἔχει λάβει αὐτὴν τὴν ἔνεσι. ναὶ ὄχι
Ἡμερομηνία ____________

Τὸ παιδί μου ἔχει περάσει τὴν ἰλαρά. ναὶ ὄχι
Ἡμερομηνία ____________

____
Ὄνομα μαθητοῦ ἢ μαθητρίας

ΔΗΜΟΣΙΑ ΣΧΟΛΕΙΑ NORWALK
ΥΠΗΡΕΣΙΑ ΥΓΙΕΙΝΗΣ

ΟΜΑ ____ ΣΧΟΛΕΙΟΝ ____ ΤΑΞΙΣ ____ ΔΩΜΑΤΙΟΝ ____

Ἀγαπητοί Γονεῖς:

Ὑποχρεοῦνται οἱ μαθηταί τῶν Δημοτικῶν Σχολείων τοῦ νομοῦ μας (Κοννέκτικουτ) νά περάσουν ἀπό ἰατρικήν ἐξέτασιν ὅταν εἶναι στήν 2αν, 4ην, 7ην, καί 10ην τάξιν. Πρέπει νά ὑπάρχουν ὅλα αὐτά τά στοιχεῖα στό Γραφεῖον Ὑγιεινῆς.

Εἶναι προτιμότερον νά γίνῃ ἡ ἐξέτασις αὐτή ἀπό τόν οἰκογενειακόν σας ἰατρόν, ὁ ὁποῖος γνωρίζει καλύτερα τό παιδί σας. Ἐάν δέν μπορεῖτε νά τό κάνετε αὐτό διά οἱονδήποτε λόγον, ἠμπορεῖ νά γίνῃ ἡ ἐξέτασις ἀπό ἰατρόν τοῦ σχολείου. Ἐάν προτιμᾶτε, ἠμπορεῖτε νά ἔλθετε καί ἐσεῖς εἰς τήν ἐξέτασιν.

ΠΑΡΑΚΑΛΕΙΣΘΕ ΝΑ ΥΠΟΓΡΑΨΕΤΕ ΤΟ ΤΙ ΠΡΟΤΙΜΕΙΤΕ:

(1) Ὁ οἰκογενειακός μας ἰατρός θά ἐξετάσῃ τό παιδί μου καί θά σᾶς ἐπιστρέψωμεν αὐτό τό χαρτί (ὄχι ἀργότερα ἀπό ἕνα μῆνα. (Ἐάν τό παιδί σας ἔχει ἐξετασθῆ αὐτόν τόν χρόνον, δεχόμεθα τά ἀποτελέσματα).

(2) Προτιμῶ νά ἐξετάσῃ τό παιδί μου ἰατρός τοῦ σχολείου

____ ΥΠΟΓΡΑΦΗ

____ ΥΠΟΓΡΑΦΗ

Ἐπιθυμῶ νά παρευρεθῶ στήν ἐξέτασιν τοῦ παιδιοῦ μου. Ναί ____ Ὄχι ____

(Physical Exam Permission)

(Request for Tuberculin Test)

Δημόσια Σχολεία
Norwalk

Πρός τούς Γονείς:

Πολλοί ἄνθρωποι χωρίς νά τό γνωρίζουν ἐκτίθονται στήν φυματίωσιν. Ὁ τρόπος διά νά βεβαιωθῆ κανείς ἐάν οἱ μαθηταί τοῦ σχολείου μας ἔχουν μολυνθῆ, εἶναι μέ μίαν ἰδικήν ἐξέτασιν δι' αὐτήν τήν ἀρρώστια. Γίνεται δωρεάν καί θά σᾶς κάνωμε γνωστόν τό ἀποτέλεσμα.

Μετ' ἐκτιμήσεως,
Ὁ Διευθυντής

Αἴτησις Ἐξετάσεως Φυματισμοῦ :

Πρός τόν κ. Διευθυντήν:

Παρακαλῶ νά ἐξετασθῆ τό παιδί μου, ______________________,
ΟΝΟΜΑ

καί νά περάση ἀπό ἀκτινοσκόπησιν ἐάν παραστῆ ἀνάγκη. Ὁ ἰατρός τῆς οἰκογενείας μας ὀνομάζεται ______________________.
ΟΝΟΜΑ ΙΑΤΡΟΥ

____
ΗΜΕΡΟΜΗΝΙΑ

____
ΥΠΟΓΡΑΦΗ ΓΟΝΕΩΣ Η ΚΗΔΕΜΩΝΟΣ

Ἀγαπητοὶ γονεῖς,

Ἐὰν τυχὸν χρειασθῆτε τὸ Παιδικὸν ἰατρικὸν κέντρον, σᾶς στέλλομε τὶς ἑξῆς πληροφορίες.

Children's Medical Center
17 Monroe Street
South Norwalk, Conn. 06854
(κοντὰ στὸν σταθμὸ τοῦ τραίνου)
Τὸ τηλέφωνον διὰ ραντεβοὺ εἶναι 866-0777

Ὧραις
Δευτέρα ἕως Παρασκευή
10:00 A.M ἕως 12:00 τὸ μεσημέρι
1:00 ἕως 5:00 P.M
7:00 ἕως 9:00 P.M

Σάββατο 10:00 A.M ἕως 12:00 μεσημέρι

Εἰλικρινῶς

Γυμνασιάρχης

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

FOREIGN LANGUAGE
WILLIAM JASSEY

Γραφεῖον Παιδείας
Κέντρον Διαχειρίσεως καί Ἐξυπηρετήσεως
105 Main St.
Norwalk, Connecticut 06852
Τηλέφωνον 847-0481

Ἀγαπητοί Γονεῖς ἤ Κηδεμῶνες:

Τό Γραφεῖον Παιδείας τοῦ Norwalk, ἐπειδή θεωρεῖ σοβαρόν θέμα τό νά τρώγουν τό ἀπαιτούμενο μεσημβρινό φαγητό ὅλοι οἱ μαθηταί, συμμετέχει εἰς τό ἐθνικό πρόγραμμα σχολείων, National School Lunch Program. Διά τούς μαθητάς, οἱ ὁποῖοι δέν δύνανται νά πληρώσουν τήν τιμήν αὐτοῦ τοῦ φαγητοῦ κάθε μεσημέρι, ὑπάρχει ταμεῖον διά νά τό λαμβάνουν δωρεάν.

Παιδιά οἰκογενειῶν τῶν ὁποίων τά ἔσοδα κάθε ἔτος δέν ὑπερβαίνουν τά κάτωθι ποσά, δικαιοῦνται φαγητό κάθε μεσημέρι δωρεάν.

Ἐάν ὁ ἀριθμός τῶν ἀτόμων τῆς οἰκογενείας σας εἶναι:	Καί τά ἔσοδα εἶναι εἰς τίς κάτωθι κατηγορί ἤ ὀλιγότερα δικαιοῦσθε δωρεάν τό μεση φαγητό διά τά παιδιά σας.
1	$ 2,565
2	3,370
3	4,180
4	4,975
5	5,710
6	6,450
7	7,115
8	7,785
9	8,390
10	8,990
11	9,585
12	10,180

Κάθε ἄτομον $ 600 ἐπιπλέον.

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

FOREIGN LANGUAGE
WILLIAM JASSEY

Ἐάν τό εἰσόδημά σας ὑπερβαίνει τά ἄνωθι ποσά, ἀλλά ἔχετε ὑπερβολικά ἰατρικά χρέη, ἤ ἐάν τό ἐνοίκιόν σας εἶναι ἄνω τῶν 30 τοῖς ἑκατό τοῦ εἰσοδήματός σας, ἤ ἐάν ἔχετε ἔξοδα διά τήν μόρφωσιν τέκνων ἀσθενῶν λόγῳ πνευματικῆς ἤ φυσιολογικῆς παθήσεως, ἤ ἐάν ἔχετε οἰκονομικές δυσκολίες λόγῳ ζημίας ἤ καταστροφῆς, ὑπάρχει πιθανότης νά τό δικαιοῦνται τά παιδιά σας.

Διά νά κάνετε αἴτησιν διά δωρεάν φαγητό μέ τά παιδιά σας, ὅποτε θέλετε κατά τήν διάρκειαν τοῦ ἔτους, συμπληρώσατε τήν ἐσώκλειστον φόρμα (αἴτησιν) καί ἐπιστρέψατέ την εἰς τό σχολεῖο. Θά λάβετε εἰδοποίησιν ἐντός 10 ἡμερῶν, ἡ ὁποία θά σᾶς πληροφορῆ ἐάν τό δικαιοῦνται τά παιδιά σας ἤ ὄχι. Ἐάν δέν συμφωνεῖτε μέ τήν ἀπόφασιν, ἔχετε δικαίωμα ἀκροάσεως. Δύνασθε νά ἐπικοινωνήσετε τηλεφωνικῶς ἤ γραπτῶς μέ τόν Κον Charles Wagner ἤ μέ τόν Δόκτορα Edward McEnroe εἰς τήν διεύθυνσιν, 105 Main St., Norwalk, Conn., τηλέφωνον 847-0481.

Εἰς ὡρισμένες περιπτώσεις θετά τέκνα δικαιοῦνται αὐτό τό ὄφελος. Ἐάν ἔχετε θετά παιδιά εἰς τό σπίτι σας καί ἐπιθυμεῖτε νά κάνετε αἴτησιν διά τήν δωρεάν τροφήν, παρακαλῶ νά μᾶς εἰδοποιήσετε ἤ νά μᾶς τό ὑποδείξετε εἰς τήν ἐσώκλειστον αἴτησιν.

Ὅλα τά παιδιά λαμβάνουν τήν ἰδίαν τροφήν ἀσχέτως ἐάν τήν πληρώνουν ἤ ἐάν τήν λαμβάνουν δωρεάν. Εἰς τήν διαχείρησιν προγραμμάτων τροφῆς παίδων δέν θά γίνη διάκρισις καμμία λόγῳ γένους, χρώματος (φυλῆς), ἤ ἐθνικότητος. Ἐάν ἀλλάξη τό εἰσόδημά σας κατά τήν διάρκειαν τοῦ σχολικοῦ ἔτους, παρακαλῶ νά ἐπικοινωνήσετε μέ μᾶς.

Εἰλικρινῶς,

Richard C. Briggs
Γενικός Ἐπόπτης Σχολείων

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

FOREIGN LANGUAGE
WILLIAM JASSEY

Αἴτησις Δωρεὰν Τροφῆς γιὰ τὸ Μεσημέρι

Γονεῖς: Διὰ νὰ κάνετε αἴτησιν διὰ δωρεὰν μεσημβρινὴ τροφὴ (lunch) τῶν παιδιῶν σας, συμπληρώσατε αὐτὴν τὴν φόρμα (ἢ αἴτησιν) καὶ ἐπιστρέψατέ την εἰς τὸ σχολικὸν γραφεῖον.

Ἡμερομηνία ____________

Ὄνομα   Σχολεῖον   Τάξις

____

____

____

Τηλέφωνον ____________

Ὄνομα καὶ διεύθυνσις γονέων ἢ κηδεμόνος: ______________________________

____

Ἄτομα οἰκογενείας τὰ ὁποῖα μένουν στὸ σπίτι ____________

Ὁλικὸν οἰκογενειακὸν εἰσόδημα πρὶν ἀφαιρεθοῦν ὅλοι οἱ φόροι. Συμπεριλαμβάνονται: ἐπιχορηγήσεις welfare, μισ ὅλων τῶν μελῶν τῆς οἰκογενείας, συντάξεις, κοινωνικὲς ἀσφάλειες (social security) καὶ ὅλα ἄλλα εἰσοδήματα

Ἑβδομαδιαίως: ______ Ἡμι-μηνιαίως: ______ Μηνιαίως: ______ Ἐτησίως: ______

(Συμπληρώσατε μίαν κατηγορίαν.)

Ἐὰν τὸ ὁλικὸν οἰκογενειακὸν σας εἰσόδημα ὑπερβαίνει τὸ ποσόν, τὸ ὁποῖον δεικνύει ἡ ἐπιτροπὴ τοῦ σχολ καὶ ἐπιθυμεῖτε νὰ κάνετε αἴτησιν ὑπὸ τὶς ἄλλες συνθῆκες ποὺ ἀναφέρονται προηγουμένως, παρακ λεῖσθε νὰ συμπληρώσετε αὐτὴν τὴν φόρμα ἐπίσης νὰ ἐξηγήσετε τοὺς λόγους τῆς δυσκολίας σας: ______

____

____

____

BOARD OF EDUCATION
ADMINISTRATION AND SERVICE CENTER
105 MAIN STREET
NORWALK, CONNECTICUT 06852
847-0481

FOREIGN LANGUAGE
WILLIAM JASSEY

Συνέχεια αἰτήσεως

Σέ ὡρισμένες περιπτώσεις, θετά τέκνα δικαιοῦνται δωρεάν τροφή ἀσχέτως τοῦ οἰκογενειακοῦ εἰσοδήματος. Ἐάν ἔχετε θετά παιδιά τά ὁποῖα ζοῦν μέ σᾶς (συγκατοικοῦν μέ σᾶς) καί ἐπιθυμεῖτε νά κάνετε αἴτησιν διά νά τοῖς παραχωρηθῇ δωρεάν τροφή, παρακαλεῖτε νά τό σημειώσετε ἐδῶ: ____.

Πιστοποιῶ ὅτι ὅλες οἱ ἄνωθι πληροφορίες εἶναι σωστές καί πραγματικές κατά τήν δικήν μου ἀντίληψιν.

____

Ὑπογραφή ἐνηλίκου μέλους τῆς οἰκογενείας

617/618/6

NATHAN HALE MIDDLE SCHOOL
NORWALK, CONNECTICUT

Francis X. Murphy
Principal

May 17, 1974

Dear Family Parents:

Nathan Hale School will participate in an international week from May 28 up to May 31. During the class periods (school hours) of this week there will be assemblies, meals, and other types of activities (amusements).

On Thursday, May 30 there will be an international meal at 7 p.m. in the cafeteria for students and their families. The students will present a program of songs and dances. The admission ticket will be a typical dish from your country, sufficient for five people.

We hope that you can come! The first 200 answers will have a reservation.

- -

PLEASE ANSWER BEFORE MAY 23RD

____ Yes, I'm going to attend with family members.

____ No, I'm not going to attend

I'm going to bring

____ Soup

____ Salad

____ Principal dish or casserole

____ Dessert

____ Other

Name ________________________

Telephone ____________________

Food from ____________________
nationality

Nathan Hale Middle School
Strawberry Hill Avenue
Norwalk, Connecticut 06851
847-0481 ext. 344

Mr. Francis X. Murphy, Principal   Mrs. Joan H. Kyne, Assistant Principal

To: Parents and Friends

From: Francis X. Murphy, Principal

I would like to take this opportunity to compliment the students of The Nathan Hale Middle School for their cooperation and assistance as we have begun the 1974-75 school year. I also would like to thank the parents of our students who have cooperated so fully with us as we have resolved schedules and bus pass concerns during these first few weeks.

The year is young and I am pleased with the responsibilities shown by the student body. We also wish to share with you our thoughts and plans for the coming school year. The evening of October 30, is scheduled for our Annual Open House. You will have an opportunity to hear your child's teacher present the program planned and how your child can best be assisted during school hours and also at home.

The Nathan Hale P.T.O. will have a meeting on the evening of November 10th, to discuss plans for the coming year and to also meet with the administration. Please save the date!

10/7/74

PICTORIAL EXHIBITS

The following pictures indicate a variety of activities held at the various middle schools involving foreign born parents, their children and staff members. These activities proved to be exceptionally popular with all concerned as the photographs graphically demonstrate. Activities such as those depicted here, and others as well, were and will be on-going affairs at all schools which will be involved with foreign born parents and students.

PONUS RIDGE MIDDLE SCHOOL

Photo #1

Shows foreign born parents doing an Argentine Folk Dance.

Photo #2

Shows part of the audience of foreign born parents and their families enjoying the festival program.

Photo #3

A group of foreign born students performing a Spanish dance.

Photo #4

Shows the practitioner, Lawrence F. Cafero, Principal of Ponus Ridge Middle School, on the right, with Dr. William Jassey, one of the observers of this practicum, on the left. Both are greeting one of the foreign born parents, Mr. Antonio Muniz, center.